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ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF WISCONSIN,

FOR THE

School Year ending August 31, 1873.

SAMUEL FALLAWS,
Superintendent of Public Instruction.

MADISON, WISCONSIN.
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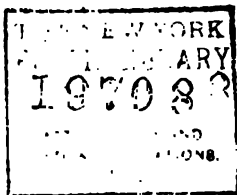
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1873.



OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, December 10, 1873.

To His Excellency, C. C. WASHBURN,
Governor of Wisconsin:

SIR:—I have the honor to submit, through you, to the Legislature, the Annual Report of the Department of Instruction, for the year ending August 31, 1873.

I am, sir, very respectfully,
Your obedient servant,

SAMUEL FALLOWS,
Superintendent of Public Instruction.

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ANNUAL REPORT
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SUPERINTENDENT
OF
PUBLIC INSTRUCTION
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STATE OF WISCONSIN.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10, 1873.

To the Legislature of Wisconsin:

GENTLEMEN: In submitting my annual report for the year 1873, I will first present the statistics gathered for the year, with the usual comments and explanations, referring to the printed tables in the Appendix for details. To make room for the report on Compulsory Education, which I have prepared in obedience to a resolution of the last legislature, the first and second tables of statistics only are given, by towns, and the others by counties. The statistics of the cities are given separately.

I.—SCHOOL DISTRICTS.

The whole number of regular districts reported by the county superintendents is 4,275, an increase since last year of 80. The previous year there was an increase of 106. The number of parts of districts returned is 2,093, making, by the usual estimate of $2\frac{1}{2}$

parts to a district, 930 joint districts, or 22 more than last year. The whole number of districts, therefore, not including those cities which are not under the jurisdiction of county superintendents, is 5,205. Last year the number, excluding the cities, was 5,103, so that the total increase in districts is 102. The number of cities now reporting independently is 20. The wards of a city are in some degree analogous to a school district, as each ward usually has its school. The number of wards or other divisions of territory supporting a school, is about 100.

II.—CHILDREN OVER FOUR AND UNDER TWENTY YEARS OF AGE.

The number reported is 436,002, an apparent increase from last year of 12,284. During the previous year the apparent increase was only 2,769. But after the printing of the report last year was completed, the person entrusted with the work discovered an error of 10,000 in the addition of the number of children. The real increase therefore from 1871 to 1872 was 12,769; and from 1872 to 1873, it is only 2,284. No reason can be assigned for so great a discrepancy except the unreliable character of the statistics gathered under our present system.

III.—NUMBER OF CHILDREN OF SCHOOL AGE IN THOSE DISTRICTS WHICH MAINTAINED SCHOOL FIVE OR MORE MONTHS.

The number reported under this head is 432,959, which is 3,241 less than the whole number of school age, a difference somewhat less than that exhibited last year.

IV.—TOTAL NUMBER OF PERSONS ATTENDING THE PUBLIC SCHOOLS.

The number of children between four and twenty years of age, who have attended the public schools is 281,708; the number under four years of age who have attended is 575; and the number over twenty, 1,439; making the total number, 283,722; a gain upon last year of 13,430, which is largely in excess of the addition to the school population, and therefore an encouraging sign.

The number of children reported as attending private schools in the country districts (and not registered in the public schools) is 6,396; in the independent cities, 3,185; making a total of 9,581 *against* 18,020 returned last year, or not much more than half the

number. Twenty-three counties and eight cities, however, make no returns of the number in private schools. Tabulating all classes of pupils, the following is the result for 1872 and 1873;

	1872.	1873,
The number reported as attending public schools, is.....	270,292	288,722
The number reported as attending private schools, is.....	18,020	9,581
The number reported as attend'g academ's and colleges is	2,831	2,544
The number estimated for benevolent institutions, is.....	1,200	1,225
Total	292,343	297,072

V.—TEACHERS AND TEACHERS' WAGES.

According to the returns made, the number of teachers required in all the schools is 4,843, and the number actually employed some part of the year was 8,903. As these figures are less than those given for the previous year, it is presumed the returns are defective. It may be hoped, however, that there is some improvement in the matter of changing teachers, reducing the number actually employed.

The average wages of male teachers, in the country districts, is \$43.38 per month, and that of females, \$27.52. This is a slight increase from the average wages reported last year, which were \$43.33 for males, and \$27.04 for females.

In the cities, the average for male teachers has increased from \$982 to \$1,091 per annum, and that for female teachers from \$376 to \$377.

VI.—TEACHERS' CERTIFICATES.

The whole number granted (exclusive of those issued in the cities, and state certificates) was 7,619, which is 346 more than the number for the previous year. The items for the past two years are as follows:

	1872 1st gr.	1873 1st gr.	1872 2d gr.	1873 2d gr.	1872 3d gr.	1873 3d gr.	1872 Total.	1873 Total.
To males.....	104	107	226	250	1,936	2,059	2,266	2,416
To females.....	44	29	209	250	4,754	4,927	5,007	5,203
Totals.....	148	136	435	500	6,690	6,986	7,273	7,619

In the cities, certificates are not issued upon a uniform basis, and cannot well be classified with those issued by county superintendents. The whole number of certificates granted in the cities, so far as returned, is 438, which, together with 6 state certificates, granted in 1873, and the number given in the foregoing table, make an aggregate of 8,063 of all grades, or 366 more than last year.

VII.—STATE CERTIFICATES.

Prof. Alexander Kerr of Madison, Miss Martha E. Hazard of Oshkosh, and I. N. Stewart, Esq. of Manitowoc, were appointed a Board of Examiners for state certificates for the year 1873. Examinations were conducted at Sparta, July 2-7, at Madison, August 20-25, and at New Lisbon, August 27-30.

Sixteen applicants were examined, of which number the following persons received first grade certificates for life:

Charles Zimmerman, Milwaukee.

Jas. T. Lunn, Sandusky.

John Nagle, Manitowoc.

Michael Kirwan, Manitowoc.

The following named persons received certificates for five years:

T. L. Cole, La Crosse.

R. B. Crandall, North Eau Claire.

VIII.—GRADED SCHOOLS.

Not including the independent cities, the number of schools with two departments is 155, an increase of 4; and the number with three or more departments is 103, or 39 less than last year. Attention is once more called to the fact that graded schools could be much more extensively introduced, in the rural districts, under the "Town System." Assuming the cities to embrace 122 graded schools, or one for each school house reported, the whole number in the state is 380, an apparent decrease of 30. From some counties, however, no returns are given under this head, and it is presumed there is an increase of both classes of schools.

IX.—SCHOOL HOUSES.

The whole number returned is 4,957. The number reported last year was 4,979, showing an apparant decrease of 22. It is presumed, however, that accurate returns would show as usual a small increase in the number. The amount expended for building and repairing was \$307,934, or about \$12,589 more than last year. Thirty-two different counties have one or more school houses valued from \$5,000 to \$30,000, aside from those embraced in the cities which do not report to the county superintendents. The number of good school houses increases every year, though building has been less active than usual, perhaps, in the country districts, during the past year. The school houses of the state will accommodate 315,111 pupila, which is 31,634 more than the whole attendance upon the public schools.

X.—RECEIPTS AND EXPENDITURES.

The sums received and expended for school purposes during the year are as follows:

RECEIPTS.		
Money on hand August 31, 1872.....	\$428,905 80	.....
From taxes levied for building and repairing...	246,509 23	.....
From taxes levied for teachers wages.....	1,002,628 53	.....
From taxes levied for apparatus and libraries...	10,460 45	.....
From taxes levied at annual meeting.....	291,992 72	.....
From taxes levied by county supervisors.....	258,505 81	.....
From income of state school fund.....	168,755 84	.....
From other sources.....	220,271 11	.....
Total amount received.....		\$2,628,027 96
EXPENDITURES.		
For building and repairing.....	\$307,984 41	.....
For apparatus and libraries.....	10,143 81	.....
For services of male teachers.....	650,435 01	.....
For services of female teachers.....	766,959 87	.....
For old indebtedness.....	98,836 54	.....
For furniture, registers and records.....	41,588 40	.....
For all other purposes.....	210,816 13	.....
Total amount expended.....		\$2,078,449 51
Money on hand August 31, 1873.....		471,091 86

XI.—SUMMARY OF GENERAL STATISTICS.

The usual summary of the most important statistics is given below, showing the increase or decrease, in the first table, as compared with the previous year, decrease being indicated by an asterisk (*).

	1872.	1873.	Increase.
Whole number of districts in the state, not including cities	5,108	5,205	102
Number of districts reported	4,989	5,180	141
Number of children over four and under twenty years of age in the state	433,717	436,001	2,284
Number of children over four and under twenty years of age in districts maintaining school five or more months ..	431,086	432,959	1,863
Number of children over four and under twenty years of age who have attended school	266,789	271,708	14,919
Total number of the different pupils who have attended the public school during the year	270,292	283,477	13,125
Average number of days a school was maintained	153	151	*2
Number of days' attendance of pupils over four and under twenty years of age	19,663,667	19,812,009	208,342
Total number of days' attendance of different pupils during the year	19,929,416	20,211,939	282,523
Number of days schools have been taught by qualified teachers	801,007	787,567	*13,440
Number of pupils who have attended private schools	18,020	9,581	*8,440
Number of schools with two departments	213	217	4
Number of schools with three or more departments	199	163	*39
Number of teachers required to teach the schools	5,881	4,843	*1,038
Number of different persons employed as teachers during the year	9,267	8,903	*364
Average monthly wages of male teachers in the country	\$43 33	\$43 38	\$0 05
Average monthly wages of female teachers in the country	27 04	27 52	48
Average monthly wages of male teachers in the cities	98 20	109 10	10 90
Average monthly wages of female teachers in the cities	37 60	37 70	10
Number of schools visited by the county superintendents	4,296	4,307	11
Number of public school houses in the state	4,979	4,957	*22
Number of pupils the school-houses will accommodate	312,613	315,111	2,499
Number of sites containing less than one acre	3,733	3,693	*40
Number of sites well enclosed	1,392	1,634	242

XI.—Summary of General Statistics—continued.

	1872.	1873.	Increase.
Number of school-houses built of brick or stone.....	656	693	37
Number of school-houses with out-houses in good condition.....	3,497	2,174	*1,323
Highest valuation of school-house and site.....	\$75,000	\$75,000	.....

Aggregate of Values and Expenditures.

	1872.	1873.
Total valuation of school-houses.....	\$3,611,607	\$3,995,422
Total valuation of sites.....	513,089	425,788
Total valuation of apparatus.....	87,468	181,826
Amount expended for building and repairing.....	294,845	307,934
Amount expended for apparatus and libraries.....	9,035	10,148
Amount expended for teachers' wages.....	1,352,695	1,417,895
Amount expended for old indebtedness.....	104,838	98,836
Amount expended for furniture, registers and records.....	81,892	41,588
Amount expended for all other purposes.....	211,849	210,816
Total amount expended.....	\$2,004,154	\$2,078,660

XII.—EDUCATIONAL FUNDS AND INCOMES.

As appears by the report of the Secretary of State, the gross receipts and disbursements pertaining to the several Educational Funds and the incomes thereof, for the fiscal year ending September 30, 1872, were as follows:

	Receipts.	Disbursements
School Fund.....	\$103,818 93	\$52,793 87
School Fund Income.....	179,762 67	185,136 98
University Fund.....	9,728 12	10,100 51
University Fund Income.....	42,716 38	42,716 38
Agricultural College Fund.....	18,560 70	10,000 00
Agricultural College Fund Income.....	12,558 85	12,558 85
Normal School Fund.....	86,687 54	52,973 26
Normal School Fund Income.....	71,369 10	55,868 62

XIII.—APPORTIONMENT OF SCHOOL FUND INCOME.

The amount apportioned in June last, on the returns for the school year ending August 31, 1872, was \$181,056.12. The ratio of apportionment was 42 cents per scholar, three cents more than for the previous year. Since the general apportionment in June, an additional sum of \$225.15 has been apportioned to certain school districts, under the provisions of chapter 300, of the general laws of 1873, making the total amount apportioned, \$181,281.17. No apportionment is made for those districts which do not maintain school at least five months during the preceding school year, except in some cases of peculiar hardship, which are provided for by chapter 164 of the general laws of 1872.

The apportionments from 1850 to 1873, inclusive, are as follows:

	Number of Children.	Apportionment.
1850.....	92,647	3 $\frac{2}{3}$ cents per scholar.....
1851.....	111,481	50.....do.....
1852.....	124,783	48.....do.....
1853.....	138,279	45.....do.....
1854.....	455,125	72.....do.....
1855.....	186,960	80 $\frac{1}{2}$.....do.....
1856.....	218,866	70.....do.....
1857.....	241,545	66.....do.....
1858.....	264,977	75.....do.....
1859.....	278,871	64.....do.....
1860.....	288,984	64.....do.....
1861.....	299,782	62.....do.....
1862.....	306,656	50.....do.....
1863.....	320,965	44.....do.....
1864.....	329,906	47.....do.....
1865.....	339,024	46.....do.....
1866.....	354,517	45.....do.....
1867.....	371,083	47.....do.....
1868.....	361,759	48.....do.....
1869.....	376,827	47.....do.....
1870.....	394,837	40.....do.....
1871.....	409,198	39.....do.....
1872.....	418,739	39.....do.....
1873.....	431,086	42.....do.....

XIV.—TEXT BOOKS.

The number of districts reported as having "adopted a list of text books" is 1,323. For a detailed statement of the books most used in the different counties, reference is made to Table No. IX in the Appendix. This table does not include the cities.

IV.—WEBSTER'S DICTIONARY.

One hundred and four copies remained in hand at the date of the last report. The Legislature authorized the purchase of four hundred copies for the next year ensuing. Of these, one hundred and fifty-one remain on hand at this date (December 10,) and will probably be sufficient to fill all applications up to the time of the usual yearly purchase. Of the two hundred and forty-nine distributed the past year, one hundred and seventy-four have been first supplies, in part to new districts or departments, but in many cases to old districts which had previously neglected to apply for them, and seventy-five have been sold, to districts whose first supplies were worn out or lost. To meet the entire demand, for first supplies and sales, up to the usual time of purchase, in 1875, two hundred and fifty (250) copies will probably be needed. The avails of those sold go into the income of the school fund.

The general distribution of this work in our schools, is greatly to be commended, and that so many districts purchase a second copy, when the first is worn out, indicates that the book is much used and well appreciated.

XVI.—STATE TEACHER'S ASSOCIATION.

The twentieth annual meeting of this body was held in Sparta, on the 8th, 9th and 10th days of July last. The proceedings will be found among the documents appended to this report.

This yearly gathering of the principal teachers and school officers of the state is of great importance in its influence and results, and attracts more and more attention from our citizens. The next session will be held in this city.

XVII.—CONVENTION OF COUNTY SUPERINTENDENTS.

The yearly convention of county superintendents was held in the latter part of December, 1872, at Madison. A convention of principals of public schools having been called to meet at the same time and place, the bodies held a joint session. The proceedings, which were of a highly practical character, are appended to this report.

XVIII.—COLLEGES AND UNIVERSITIES.

In addition to the State University, the following institutions have reported in compliance with law: Beloit College, Galesville University, Lawrence University, Milton College, Racine College, and Ripon College.

The following table presents the usual summary of statistics for the past two years:

	1879.	1878.
Number of Colleges reported (not including State University)	8	6
Number of members of faculties	79	61
Number graduated at last commencement	66	62
Total number who have graduated	598	383
Number of students in senior classes	73	58
Number of students in junior classes	93	56
Number of students in sophomore classes	115	100
Number of students in freshman classes	153	129
Number of students not in regular classes	289	143
Number of students in preparatory departments ..	894	1,275
Total number in the institutions reported	2,368	1,956
Number of acres owned by the institutions	4,086	2,851
Estimated cash value of lands	\$135,700 00	\$66,520 00
Estimated cash value of buildings	371,000 00	302,500 00
Amount of endowment funds, except real estate ..	213,205 00	239,555 78
Amount of income from tuition	25,952 00	95,244 40
Amount of income from other sources	22,978 00	33,017 96

XIX.—ACADEMIES AND SEMINARIES.

Only three institutions of this class have been reported, viz: Albion Academy, German and English Academy, Milwaukee, and Rochester Seminary. The statistics of these institutions are given elsewhere.

XX.—CHARITABLE AND REFORMATORY INSTITUTIONS.

As these institutions have more or less to do with the work of education for peculiar classes, reports have again been obtained from most of them, which are to be found in their proper places, among other documents appended to this report.

XXI.—TEACHERS' INSTITUTES.

The institutes held during the past year have been conducted for the most part, by Professors Robert Graham, or Duncan McGregor and Albert Salisbury, from the three normal schools. As a report of the institute work has been made by Hon. W. H. Chandler, in be-half of the committee, I refer to that for statements as to its character and success. The report is among the documents appended to this report, where will also be found an excellent syllabus of instruction for the institutes, prepared by Prof. Graham. Table No. XIII, in the appendix, presents a summary of statistics.

Thirty-five short term institutes, of one week's duration, have been held, and twenty-one normal institutes, of from two to four weeks duration. The number of long institutes has greatly increased, which is an encouraging sign.

XXII.—THE NATURAL SCIENCES.

In my last report I briefly alluded to the importance of the study of the elements of natural sciences in the common schools, and gave it as my opinion that *every* teacher should be acquainted with such elements, and should be required to teach them on and up to January 1, 1872.

It could hardly be expected that such an important revolution in the methods of study and instruction which this requirement would necessitate, could be effected at once. Objections were made that the number of studies would be increased in the schools, while the demand was urgent for a less number; that it was almost impossible to find teachers for the country schools well informed in the branches already required, and to impose additional branches would be to make the standard still lower.

I do not consider the objections valid. It is true that we have enough of mere abstract studies in our ungraded schools. They must be taught. But these ought not to exclude studies of immediate and constant practical value.

Both classes of studies can be taught without unduly burdening the pupil's mind or distracting his attention. They are complementary not contradictory. They can be made to concentrate and not confuse the perceptive and reflective powers.

In answer to the second objection, it may be said that the legis-

lature, two years ago, passed an act requiring the study of the Constitution of the United States and of the State of Wisconsin in addition to the studies previously required. The effect upon the teachers was beneficial. Great enthusiasm was awakened among them whenever the subject was under consideration at the institutes. County superintendents have found that a lower standing in other studies has not resulted because of the additional study required.

Hon. W. T. Harris, Superintendent of the Public Schools of St. Louis, maintains that the general efficiency and power of the teachers of that city have been increased at least fifty per cent. in a single year by the preparing and giving of one exercise of an hour per week in Natural Science.

I subjoin the testimony of Hon. Newton Bateman, Superintendent of Public Instruction for the State of Illinois, showing that the experiment of requiring Natural Sciences to be taught in the common schools of that state has thus far been a gratifying success:

"Conspicuous among the alterations made by the Twenty-seventh General Assembly in our system of public schools, is the requirement that the elements of the Natural Sciences be made a part of the common school course. It is yet too soon to speak of the practical results of this measure, in the school rooms of the State, as the plan has but just been entered upon, but there are good reasons for anticipating from it large and substantial advantages. It is believed that the measure will prove beneficial to teachers; to the schools, as such; to the pupils; to the public at large, and to the general cause of popular education and free schools.

"EFFECT ON TEACHERS.

"Our public school teachers themselves need the spur and inspiration of these new studies. I speak more particularly of the teachers of common district schools, who comprise more than three-fourths of the whole number. Of these, as a class, it has often been said that dullness, listlessness, apathy, narrowness of mental vision, and a lack of spirit, enterprise and ambition, are noticeable characteristics. I once heard a shrewd observer remark that he could detect a person of this class by his very gait, bearing and speech. Without concurring in such a sweeping judgment, and repelling as false and foolish the popular caricatures of school masters and school mistresses, I ask, who are most to blame for such *tendencies* towards mental enervation, as it must be confessed do exist among elementary teachers—the young men and women themselves, or the system under which they teach? Look at the facts, as they have existed in this State from the beginning of the free school system, and for years before. What have been the studies prescribed by law?

Spelling, reading, writing, arithmetic, grammar, geography and United States history. Who first marked out this course of study, or what considerations led to its original adoption and subsequent tenacious retention, does not appear. But if the author of this common school curriculum is still living, a contemplation of its results will hardly induce him to come forth and claim the honor of his achievement. Of the seven things to be studied, the first four are indeed proper and indispensably necessary, to a certain extent, and even the last three may be profitably attended to, for a brief period, by the most advanced classes. But if it were distinctly proposed to devise a scheme whereby the schools might be rendered the least profitable, that which compels the youth of the State to spend the whole period of their school-going life upon the famous seven branches of the old Illinois law, to the practical exclusion of everything else, must be regarded as a reasonably successful solution of the problem.

"Consider that every one of those branches may be taught in a mechanical, text-book manner (for even reading and penmanship are but partial exceptions to the statement); that every teacher who is disposed to idly drift along on the easy current of printed questions and printed answers, may do so; that after acquiring the prescribed preliminary knowledge requisite to obtaining a license, there is almost no *necessity* for further effort on the teacher's part, unless, for reasons outside of the demands of the school room, he *chooses* to exert himself; that more than one-half of the teachers of the State have been spending their time, all these years, upon three only of those branches, orthography, reading and arithmetic, living and moving and having their intellectual being, as teachers, in the spelling-book, the primer and reader, and the rudiments of numbers and calculation; that in many instances the books used are the poorest extant, while in others, the same books have been used almost from the time to which the memory of the oldest inhabitant runneth not to the contrary, till the minds of both pupils and teachers slip over their smooth familiar pages almost without a gleam of conscious thought or intelligence; that this state of things has come to be accepted and acquiesced in by the community, in a helpless kind of way, as a sort of dreary necessity from which there was no escape; that the average teacher, just like the average workman in every other pursuit, will earn his wages as easily as he can, doing no more and no better work than is required by the obligations nominated in the bond—consider all this, and then say if it be any wonder that common district school teachers, as a class, should become intellectually enervated and dwarfed, dispirited, weak and languid.

"What, then, must be the effect of the law's summons to the study of Natural Science as a condition of licensure, upon this great host of torpid and lethargic teachers? It is almost like the breath of the Lord upon the dry bones in the valley of vision. These teachers were not dead, but sleeping; they lacked not capacity, but opportunity; not ability and willingness to advance, but the obligation and necessity of advancing. And never before has such a spectacle been presented to the people of Illinois. From the time the new law was fairly promulgated in April last, till the schools opened in

the autumn, the whole State became as it were one great camp of instruction. Vacation plans were everywhere cheerfully given up, and through all the unprecedentedly intense and protracted dog-day heats of the past summer, great numbers of teachers in every part of the State were assiduously engaged in preparing themselves for examination in the elements of the Natural Sciences. In many counties special Institutes were convened for the purpose, while in others, the stated Institutes were almost wholly devoted to instruction in the new branches. The President and Faculty of the State Normal University kindly consented to lend a helping hand and announced that the annual session of the State Teacher's Institute, to be held in the month of August, would be chiefly devoted to the same good work. Hundreds of teachers availed themselves of the opportunity and repaired to the University, where they were instructed by the President and the whole corps of Professors, assisted by able and experienced teachers from different parts of the State. In addition to these organized efforts, through the State and County Institutes, innumerable private classes were formed, wherever a suitable number of teachers could be assembled, and the work was diligently prosecuted, with such assistance and under such leaders as could be procured. When no one familiar with the new branches could be found to take charge of a class, the members went forward, nevertheless, and did the best they could to help and encourage one another. To all this array of means and efforts, must be added the individual exertions of teachers innumerable, who quietly pursued their studies in private. Through all those months the inquiry for suitable text-books in Natural Science was general, in every county of the State, and the limited supplies of works of that description were soon exhausted.

"Many county superintendents bore a prominent and useful part in these measures to prepare the teachers of the State for their new duties. Some of them, in addition to good service in their own counties, took part in the Institutes of other counties, and in the State Institute, and contributed in every practicable way toward the general result aimed at; and never was the value of a competent and scholarly county superintendency rendered so apparent. When the time arrived for opening the schools, in September, the teachers in those counties whose superintendents had been able and willing to lead and instruct them in the new branches, were generally ready for their work. Professional lecturers on Natural Science, college presidents and professors, private gentlemen of the requisite culture and attainments, and teachers who were already competent to give instruction in one or more of the new branches were also laid under contribution to a greater or less extent, and helped greatly to push on the work. The common school elements of society, so to speak, were profoundly stirred, everywhere, and a free-school revival, of extraordinary extent and power, was inaugurated.

"Up to Oct. 1, 1872, the number of teachers examined in the elements of the Natural Sciences was 8,975, of whom 8,114 were successful, and 861 unsuccessful; so that in three months from the day the new law went into effect, nearly one sixth of the whole number of teachers in the state had been examined in the new branches and duly licensed to teach the same. If those

be added who were previously qualified to teach the rudiments of science, the total number of teachers in line, on the new branches, the first day of the present school year, would be about one-fifth of the entire teaching force of the state. The number is constantly increasing as old certificates expire, so that by the close of the school year the elements of natural science will be taught in nearly all the common schools in the state. It is a little remarkable that of the 3114 who had passed successful examinations Oct. 1, the number of men and of women was precisely equal—1557 of each. The number of provisional certificates granted up to Oct. 1, was 1588. Nearly or quite every county in the state has already taken some part in the movement.

“Consider, now, the certain and necessary effect of all this upon the hearts, minds and purposes of the teachers of the state. Into what a new world of thought and investigation has it introduced thousands of them. How it has broken up the incrustations of old habits of routine, and lifted many and many a teacher into a new atmosphere. How it has turned thousands of young eyes from the four walls of the school-room, with its monotonous accompaniments of slates and maps and printed books, out into the wider and brighter school-room of nature. What encouragement and hope have been inspired by the successful mastery of even the merest rudiments of sciences supposed to be only for the favored few. What a mental tonic have these efforts been to all who have engaged in them, imparting freshness and vigor to the intellectual powers, with increased ability and zest in every department of instruction. With what new feelings did these teachers look forward to the resumption of their labors, when they should essay, for the first time, to teach their pupils things not written in their books, the glorified alphabet of nature, God manifest in the birds and flowers.” * * *

“EFFECT UPON PUPILS.

“Passing from the consideration of the influence of the new requirements upon teachers, to note their effect upon the pupils, it is obvious that the most of what has already been said is equally applicable to this branch of the subject. For if the maxim that ‘the teacher makes the school’ be not absolutely true, it is more nearly so than most popular aphorisms. Nearly all the causes that have been mentioned as operating to depress and paralyze the energies and aspirations of teachers, are equally effective, in the same direction, upon scholars. If a narrow and ill-chosen course of common school studies has been steadily tending to enervate the intellect, repress the enthusiasm and dwarf the manhood of the one class, it has equally served to dampen the ardor and deaden the mental activity of the other. Like begets like, in the school room as elsewhere. Dullness and apathy in the teacher are sure to generate the same in the pupils. Nor can the opposite qualities be successfully feigned if they do not really exist. There is a spontaneity, a natural glow and force about the actions and utterances of an instructor who is deeply interested in his work, and who finds that work both congenial and exciting, which children are swift to detect and feel, and which cannot be successfully assumed.

"Children will be interested in these new studies at first, merely because they are new. They delight in change, variety, novelty. This is shown in their eagerness to advance from lesson to lesson and from book to book, and in a thousand other ways. But if this were all, it would be an insufficient reason for the introduction of the natural sciences, so far as the pupils are concerned. The novelty would be but temporary, and the clamor for change would soon become as great as before.

"The introduction of these new studies into the common schools of the state, together with oral methods of instruction therein, will be of great and lasting benefit to the school-going population of the state, because those studies and methods are in harmony with the instincts and tastes of children and with the observed facts and principles of their mental development and growth. In other words, because the studies themselves are of intrinsic and perennial interest to the youthful mind, and the proposed methods of pursuing them are in accordance with the laws of educational philosophy, and the teachings of experience.

"In declaring that the elements of the natural sciences shall be taught in the public schools, the legislature has recognized, and, as I conceive, sought to utilize the fact that the *senses* are the pioneers of all knowledge, and that their cultivation and training should be made, for several years, the chief work of education, as being the royal avenues to the brain, by which the first treasures of knowledge are garnered up.

"Children love nature with a spontaneous, enthusiastic love. Her protean forms, sweet inspirations and ever-unfolding beauties are correlated to the cravings of their own souls. The young are in close sympathy with the outward, the material—the time for ratiocinating has not yet come. These are the universal characteristics of healthy, well endowed childhood; the fundamental truths and postulates in accordance with which the early training of children should be conducted. Instead of trying to make logicians of little children, which is impossible, we should seek to make accurate observers of them, which is quite possible, and the sure foundation of future advancement in knowledge. Instead of trying to force them to a knowledge of intellectual abstractions, through books and brain work, we should first lead them forth into the magnificence and beauty of the material world, through the senses. Instead of offering them the dry formulas and abstract ideas of books and of men, we should first bid them open their eyes and ears and let the sweet wisdom of God flow in, through the omnipresent beauty of the grass-clad earth and glory-tinted skies, and the minstrelsy of twittering birds and purling waters. Instead of vainly trying to bend the child to an irrational theory of education, we should first simply follow the path indicated by the finger of God, in the unmistakable and irrepressible instincts and tendencies of the little ones whom he has made.

"The methods of instruction pursued in our most successful elementary training schools are grounded upon these principles. Their leading idea is, that the objects, facts and phenomena of the outer and material world are first to be dealt with, and that the formation of habits of close and accurate

observation thereof, and discrimination therein, is the chief work of the elementary teacher. It seems to have been the object of our general assembly to bring the schools of the state into line with these approved principles. The knowledge acquired in this way is definite and positive, and it is a knowledge of things, and of their actual relations and uses, not of mere words about things. So great is the difference between passive reception and active personal search and achievement. The process of analyzing, comparing, separating and uniting different things and parts of things, by means of rightly conducted object lessons—of noting each peculiarity of shape and contour every mode of combination, adjustment and grouping; each variation of shade and tint in colors—continued from day to day, with constantly renewed materials and specimens, is to the discriminating faculties like whetstone to steel.

“The value of such a habit of quick, sharp observation, the extent and certainty of its development by proper training in early youth, the impossibility of fully securing it in after life, and the manifold benefits and pleasures accruing, all through life, from its exercise, are among the forcible arguments in favor of the method of primary training which, it is hoped and believed, will be introduced into our schools in connection with the natural sciences.

“But, says the objector, I cannot afford to allow my children to spend their time on such things; the alphabet is the only object lesson that I believe in for children who are ignorant of it; it will be time enough for the rudiments of science when the rudiments of English are mastered. The reply is at hand. It is confidently affirmed that all the valuable and curious information, and all the more valuable training of the physical senses, acquired by the study of the natural sciences in the way proposed, would be clear gain. The letters of the alphabet, and all the rudiments of the old text-book course, would be mastered in less time, and with more ease and pleasure, in connection with the new studies and methods, than without them. The reason is obvious. The child's mind is relieved and refreshed by the interest and pleasure of learning about actual material things, which can be seen and handled, and he will return to his spelling book and reader with unwonted zest, and accomplish more in five minutes than he would have done in half an hour, without the pleasurable relaxation. Thus, while the eye and hand are trained to quickness and skill, while the first principles of useful and beautiful sciences are being mastered, while the mind is pleasantly excited and interested, instead of growing tired and weary, a new life is infused into every other lesson and exercise, and better results are secured in all school work.

“To waste so much precious time in the mere effort to fix in the memory the names and shapes of the twenty-six letters of the alphabet would be ludicrous if it were not so sad. Not only one month, but several months, are often devoted, almost exclusively, to the attainment of this object. And when at last the victory is achieved, how poor and barren it is. The child can point out and call the names of twenty-six crooked and, to him, unmeaning things—that is all. No mental power has been called into exercise; no new

faculty awakened; no useful information communicated; no pleasure has mingled in the task; the mind has tended to deadness and stupefaction all the time, for lack of something appropriate on which to fasten and feed, and the poor child is disgusted with his book and tired of school. Let us thank the legislature for affording us a more excellent way.

"The influence of these new studies upon pupils will be great, both directly and indirectly. They will bring into the school-room that variety, which, as has already been remarked, is so pleasing to youth, so in harmony with the ceaseless activity and vivacity of their natures. Not the least of the benefits of these studies is the opportunity they afford of meeting and satisfying this inherent craving of the juvenile spirit, while at the same time choice treasures of knowledge are gathered up day by day. The liability to a settled monotonousness of teaching is greatest in elementary schools, where the branches taught are necessarily few and simple, affording in themselves so little to excite the mind and sustain the interest of the teacher. I can appeal to the experience of such teachers, if constant watchfulness has not been necessary, on their part, to keep from lapsing into a drowsy listlessness of manner, which would soon communicate itself to the pupils and plunge the school into a state of torpor and lethargy. In view of these familiar facts and tendencies, the placing of these new and exhaustless resources in the hands of primary teachers cannot fail to be appreciated."

XXIII.—UNIVERSITY OF WISCONSIN.

As will be seen by the catalogue, the University of Wisconsin has been enjoying signal prosperity under the faithful and energetic presidency of Rev. J. H. Twombly, D. D., and through the unwearied efforts of his laborious colleagues in the faculty. The University never stood higher in public esteem than at the present time. The standard of scholarship now demanded has never been surpassed in any previous period of its history.

Graded Schools and the University.

In my first report made to the legislature in 1870, I used the following language:

"The preparatory department ought to be abolished as speedily as possible. The high schools and academies of the state ought to do the work now done by it. I have cherished for years the conviction that the time would come when the University would be *organically* connected with our common school system. The vital bond must be the high school."

One of the principal reasons that induced me to accept the position of Superintendent of Public Instruction, was to bring the

University into its normal relations with the public schools, and as far as possible to unify our state school system.

In my report of 1871, I referred to the subject as follows:

"That the University ought to be brought into more intimate and practical relations with the public schools, none can doubt. The relation at present, to some extent at least, is one of antagonism. The preparatory school, of the University draw away students from the high school. It is supposed to be more honorable to be connected, however distant the relationship, with the University than with the high school.

"It is also claimed that some advantages accrue to the preparatory student as regards his examination for college, which are not given to other students. The latter claim is without doubt unfounded in fact. The impression, however, exists and exerts its influence.

"I think the antagonism would cease, and harmony and efficiency result if a plan like the following were adopted:

"Let the Regents and Faculty of the University furnish to all regularly organized high or graded schools of the state a list of the studies required for admission into the different collegiate departments, with the per cent. to be attained in each branch.

"Let all the graduates of such schools on the certificates of their principals, be admitted into the college classes for which they are prepared, *without further examination* and without *any charge for tuition* during their stay at the University. Let the names of such students and of the schools from which they graduated be published in the catalogue of the University and in the report of the Superintendent of Public Instruction.

"I think the adoption of such a plan would make the principals vie with each other, as to the *quality* and *quantity* of the students sent to the University: it would have a most healthy influence upon the patrons of the schools, awakening an interest in their prosperity never before experienced, since their children in the most impressible period of their history, could be prepared *at home* for college. It would awaken a desire to secure the best teachers for these responsible positions, and create a willingness to *pay* them as they deserve. It would bring the University to the knowledge of the people, and fasten it to their affections, and greatly increase the number of its students; it would give a needed stimulus to many boys and girls to seek a higher culture, offering them an honorable reward for their application and scholarship; it would help lift the standard of all the graded schools in the state, and complete the unity of our whole educational system; and lastly, it would have a most beneficial reactionary influence upon successive legislatures, making them not only just, but generous in their attitude toward the University."

These ideas were discussed with some of the leading educational men of the State, including principals of our public schools, the President, Faculty and Regents of the University. Nearly all

were favorable to the admission, without further examination of graduates of some of the high schools, as in Michigan. I advocated admission from *all* the graded schools, which are practically our high schools, and insisted upon free tuition as an indispensable feature in any plan of Union. My plan was acceded to on the part of some, with a little hesitation. Fears were expressed that the standard of admission to the University might be lowered, if so many schools were to become preparatory schools of the University, also that a discrimination would be made pecuniarily in favor of students from the public schools, if free tuition were given them.

I made answer that the Faculty of the University would always have the matter of standard in their own hands; that we recognized the *principle* of discrimination in the matter of tuition in our whole public school system, and therefore no injustice would be done, if it were further recognized in the extension of the system. President Twombly heartily seconded these views, and, in accordance with them, a bill was drawn up by Regent Hayden K. Smith and myself, and presented to the Legislature, which became a law in March, 1872. The law provided that:

All *graduates* of any *graded school* of the state who shall have passed an examination at such graded school satisfactory to the Faculty of the University for admission into the sub-Freshman class and College classes of the University, shall be at once and at all times entitled to free tuition in all the colleges of the University.

"Under this law the following regulations have been adopted by the Faculty:

"1. The examination shall be in writing.

"2. In preparing a paper let the candidate (1) Write on but one side; (2) Leave one or more lines blank after each answer; (3) Number answers to correspond with questions; (4) Write with ink.

"3. The number of questions submitted shall be, in Arithmetic, 20; English Grammar, 10; Civil and Descriptive Geography, 20; Physical Geography, 20; United States History, 10; History of England, 10; Sentential Analysis, 10; Elementary Algebra, 10; Plane Geometry, 10.

"Orthography and Penmanship shall be determined and marked from the papers.

"5. The Principal shall examine the papers and mark them on a scale of one hundred. Candidates must obtain at least 76 per cent. in each study, and an average of 85 per cent

"6. It shall be the duty of the Principal to forward to the President of the University the Questions, the examination papers of the candidate, and a certificate of the following form:

"—— Graded School, County, Wis.

"—— —, 187—.

"This is to certify that ——, a graduate of this school has prepared the accompanying papers under my supervision, and that to the best of my knowledge and belief the examination has been fairly conducted."

The effect of the law thus far has been most beneficial. All over the state, students are preparing in the graded schools near their homes for the University. As might have been anticipated and desired, the number of students in the preparatory department has diminished, while the number in the college classes has increased. Other states are making efforts to connect their graded schools with their Universities in like manner. Denominational Colleges in some places are opening their college courses to students similarly prepared.

The following is the list of graduates of graded schools who entered the University in 1872:

Alice A. Crawford ..	Baraboo High School.
M. Cordelia Draper ..	Baraboo High School.
Arthur H. Noyes ..	Baraboo High School.
Rolla E. Noyes ..	Baraboo High School.
Albion E. Smith ..	Baraboo High School.
Delia Harris...	Evansville Graded School.
William W. Wood ..	Eau Claire Graded School.
Jennie Chapman ..	Fayette Graded School.
Nettie Meyer ..	Lancaster Graded School.
Willoughby G. Clough ..	Portage Graded School.
Henry Gilham ..	Shullsburg Graded School.

1873.

William Tuttle ..	Clinton Graded School.
Fred. H. Graham ..	Eau Claire Graded School.
H. Jocelyn McGrath ..	Eau Claire Graded School.
Edward N. Wilson ..	Eau Claire Graded School.
Florence Dawson ..	Evansville Graded School.
George Winston ..	Evansville Graded School.
Fred. N. Hendrix ..	Elkhorn Graded School.
Frank H. Winsor ..	Elkhorn Graded School.
J. H. Phelps ..	Randolph Graded School.
William M. Cropper ..	Mazomanie Graded School.
William A. Hover ..	Mazomanie Graded School.
Hattie M. Hover ..	Mazomanie Graded School.
Florence E. Mitchell ..	Mazomanie Graded School.
Matilda Reul ..	Mazomanie Graded School.
Addie Holloway ..	Lancaster Graded School.
Edward M. Lowry ..	Lancaster Graded School.
Richard Meyer, Jr ..	Lancaster Graded School.
Frank Moore ..	Lancaster Graded School.
Ellen K. Schreiner ..	Lancaster Graded School.
Herbert Miller ..	Stoughton Graded School.
John J. Chadwick ..	Monroe Graded School.

Carrie I. Bloom.....	Monroe Graded School.
Anson C. Prescott.....	Plymouth Graded School.
Fannie E. West.....	Milwaukee High School.
Everis H. Hayes.....	Waterloo Graded School.
Frank Challoner.....	Omro Graded School.
Emmet R. Hicks.....	Omro Graded School.
Ira E. Howard.....	Omro Graded School.
Homer S. Daniels.....	La Crosse Graded School.
William J. McElroy.....	Berlin Graded School.
Charles B. Wilcox.....	Berlin Graded School.
Albert S. Ritchie.....	Racine High School.
James B. Curtis.....	Portage Graded School.
William Netzer.....	Portage Graded School.
Charles S. Schenmann.....	Horicon Graded School.
Cora L. Field.....	Boscobel Graded School.

Eighteen counties are represented by these forty-seven students, viz: Columbia, Dane, Dodge, Eau Claire, Grant, Green, Green Lake, Jefferson, Juneau, La Crosse, La Fayette, Milwaukee, Racine, Rock, Sauk, Sheboygan, Walworth and Winnebago.

XXIV.—CO-EDUCATION.

In my Report for 1870, I earnestly advocated the co-education of the sexes in the University, making use of the following language:

“While excellent facilities are afforded to ladies for acquiring an education in the Female College of the University, I cannot help believing that more thorough instruction would be given them, and the labor and expense of carrying on the Institution be greatly lessened if both sexes were generally to recite together.

The co-education of the sexes in the Collegiate Department, is no longer a matter of experiment. Its feasibility and success have been triumphantly demonstrated. The Iowa State University has pursued the plan for several years. I have been assured by the Professors of that University that the standard in deportment and scholarship among the gentlemen has been raised since its adoption. The Lawrence University, in our own State, has tried it with the best results. The Michigan State University the past year admitted ladies on terms of perfect equality with gentlemen in all its departments. Acting President Frieze and Professor Tyler, frankly state that the Faculty were generally opposed to their admission at the outset, but now claim that there is a revolution in sentiment among them, and that no class of students receives a more cordial welcome.

In giving utterance to these views, I am but expressing the conviction of the great majority of the friends of education, in our State and of the warmest friends of the University.”

The board of regents passed the following resolutions on the subject, January 16, 1872:

"Resolved, That the distinctive features of a female college be maintained, by furnishing a separate education to females when preferred, but, that no student shall be debarred from electing courses of instruction or elective studies, that have been or may be established in any or all the departments of the University."

This resolution was amended January 31, 1873, so as to read as follows:

"Resolved, that the distinctive features of a separate female college be maintained, by furnishing a separate education to females and appropriate courses of instruction therefor; but female students, at their own request, or that of their parents or guardians, shall be allowed to enter classes in common with other students; all classes and departments being open alike to both sexes."

It will be seen by these resolutions that while a female college, as such, is maintained in the University for the education of those ladies who wish to recite exclusively with their own sex, opportunity is afforded every young woman who desires it, to recite with the opposite sex in all classes and in all departments of the University, and receive on graduation the appropriate collegiate degrees. I believe the prevailing sentiment among the young ladies is to recite with the gentlemen. This, in my judgment, is as it should be.

XXV.—SPECIAL STATISTICS.

Chapter 101 of the general laws of 1871 enacts that "it shall be the duty of the district clerk to classify those children who from defect of vision or of hearing or of intellect (under the heads of blind, deaf and dumb and idiotic), are incapacitated for instruction in the common schools, and report the same to the State Superintendent, who shall publish the same in his annual report."

Returns were received last year from fifty-eight counties. This year returns are made from all the counties except Ashland, Barron, Bayfield, Douglas and St. Croix, and all the cities except Beloit and Hudson. The figures for the two years are given below:

	1872.	1873.
Number incapacitated for instruction from defect of vision . . .	109	163
Number incapacitated for instruction from defect of hearing . .	239	293
Number incapacitated for instruction from defect of intellect . .	377	376

Attendance and Non-Attendance of Children of Certain Ages.

Section 2 of chapter 169 of the general laws of 1870 requires that each district clerk, in addition to the returns already provided

for as to school attendance, shall report "the number of children attending school during any part of the year, between the ages of four and seven, seven and fifteen, fifteen and twenty, respectively; and to this end he shall require and instruct the teachers to enter the ages of all children attending school in the register; he shall also ascertain and report the whole number of children between the ages named, residing in the district on the last day of August previous to making such report."

The results obtained for the past two years are as follows:

	1879.	
No. of children between 4 and 7 years of age.....	100,821	104,895
No. of children between 7 and 15 years of age.....	209,859	218,003
No. of persons between 15 and 20 years of age	100,482	105,927
Total number between 4 and 20 in the state.....	411,162	428,825
No. between 4 and 7 who have attended school	53,405	52,016
No. between 7 and 15 who have attended school	158,246	151,057
Number between 15 and 20 who have attended school....	64,589	45,055
Total No. between 4 and 20 attending school	276,240	248,128

As there has been an increase in the whole number attending school, the apparent decrease, as shown by these figures, must be explained on the supposition of defective or careless returns.

XXVI.—REPORTS OF PROGRESS FROM COUNTY SUPERINTENDENTS.

The following gratifying evidences of progress, are condensed from the reports of county superintendents:

In regard to schools, school-houses and school matters in general, I am able to report a steady progress. Three new creditable school-houses have been built; money has been raised in several districts with an intention of building next year; obstacles to improvements have been removed in two instances by dissolving a school district and annexing the parts to adjoining school districts re-forming new districts. My constant attention and perpetual working in such matters have everywhere accomplished at least partial and preliminary results.—L. KESSINGER, *Superintendent of Buffalo County*.

We have many good, zealous and energetic teachers who are alive to the responsibilities of their profession, and strive to discharge their duties as becomes intelligent and conscientious instructors, but it cannot be denied that we have too many whose literary attainments and whose skill in the art of teaching are quite indifferent; that we have too many whose efficiency is much impaired in consequence of a slavish use of the text book in hearing recitations; that we have too many who make little or no use of such aids in

teaching as the globe, outline maps, blackboard, etc. Our good teachers, however, outnumber the poor ones, and I hope the time is not far distant when Columbia county will not have an indifferent, a careless or an indolent teacher in one of her schools. * * * * We close, hoping that the coming year may prove equally fruitful in progress with the which year has closed.—L. J. BURLINGAME, *Superintendent of Columbia County*.

In regard to the work in and of the schools the past year, on the whole it has been quite satisfactory. District boards have manifested a commendable interest in securing well qualified teachers, and in sustaining them. There have been exceptions, of course, where pecuniary or personal interests have induced the employment of teachers of low grades; but in such cases the sentiment of the districts has been against the action of the boards. Teachers have exhibited a praiseworthy desire to be better instructed in the duties of their high calling, and many have made the art of teaching a careful study.—W. H. CHANDLER, *Superintendent of Dane County, 1st District*.

I am happy to say that the condition of our public schools, as a whole, is prosperous. By close attention to the examination of teachers, and an effort to raise the standard of qualification, a new stimulus has been imparted to those who were successful, by thus withdrawing unworthy competitors from the field.—Rev. A. KIDDER, *Superintendent of Eau Claire County*.

I do but simple justice to the teachers under my supervision, when I say that as a body they are faithful, earnest and conscientious workers, in what they believe to be an honorable and responsible calling. Fully conscious of the importance of the work it is theirs to do, they have been eager to learn, and prompt to adopt, any improved method of imparting instruction, and earnestly desirous of being fully up to the times; and thus I have ever found them ready and willing to receive advice and adopt my suggestions. The people of the district, as a whole, are by no means indifferent to the paramount importance of good schools, and with rare, and, I hope, decreasing exceptions, are willing to liberally support schools, when they can see an adequate return for the outlay.—W. L. O'CONNOR, *Superintendent of Fond du Lac County, 1st District*.

It is the teacher that makes the school. The employment of good teachers secures good schools; but the employment of poor teachers insures poor schools. In Grant county the people are year by year becoming more sensible of the fact, and more anxious to employ good teachers only, and to have good schools.—W. HOLFORD, *Superintendent of Grant Co.*

I think I may safely say that our teachers are growing better and better from year to year, and that some of the inefficient are giving way to a better class. A great amount of ambition is manifested on the part of the young teachers, to improve in their standing from year to year, and our high schools have adopted a commendable course in giving time to special preparation, out of the common course of study, with a view to being put in practice in the country schools.—D. H. MORGAN, *Superintendent of Green County*.

Some of our teachers are deficient in scholarship and ability to teach; a

larger number fail in method rather than in a knowledge of books; a considerable number are well qualified in all respects. Nearly all are making honest efforts to improve, and it is safe to predict that in a few years this county will be as well supplied with competent teachers as many of the more populous and wealthier counties of the state.—MICHAEL KIRWAN, *Superintendent of Manitowoc County*.

The schools have not retrograded during the year. I trust they have advanced, as a great many teachers are candidates for the office of County Superintendent, which ought to be a sure sign of progression.—MAURICE MORIARTY, *Superintendent of Fond du Lac Co., 2d District*

It is a source of satisfaction to note improvements in the qualifications of our teachers, and a general disposition among them to take advantage of every opportunity offered to advance their standing and better fit them for their work.—S. D. FORBES, *Superintendent of Marquette County*.

Upon submitting this, my fourth annual school report, it affords me pleasure to state that the educational interests of this county present a far more encouraging appearance than they did four years ago.

Several elegant and commodious school buildings have been erected, which are an honor and an ornament to the communities, by whose wise, public liberality they have been built.

Our schools, generally speaking, are under the supervision of experienced and efficient teachers—teachers who seem to appreciate the responsibility of their high and holy calling.

Appropriations for school purposes are far more liberal than formerly; most of the districts maintaining school nine months during the year, while teachers' wages have advanced about 25 per cent.—H. W. GILKEY, *Superintendent of Oconto County*.

It is with pleasure I can say that good progress has been made in educational matters. Improvements have been made in buildings, better apparatus, etc., provided. Many of our best teachers are striving for higher grades of scholarship, and their work in the school-room shows a corresponding excellence.—GEO. SKEWES, *Superintendent of Racine County*.

Having thus briefly brought to your notice the condition of the different parts of the educational field, I would state, in conclusion, that while there is very much to be reformed, there is something upon which we may justly congratulate ourselves. Though the condition of the schools is far from satisfactory, there is no spot in the county so wild, so barren or so isolated that it has no school accessible to its occupants. While there are many teachers destitute of both learning and skill, there is a large number who honor the calling they have chosen. While there is a state of ignorance and indifference regarding public education that at times discourages effort and disheartens the laborer, there is yet on the other hand a degree of intelligence and wisdom that is full of promise.—J. H. TERRY, *Superintendent of Sauk County*.

XXVII.—COMPULSORY EDUCATION.

I have discussed this subject at length in my special report, to which I would call your attention. The conviction is becoming quite general among the most careful and conservative thinkers and educators in our country, from the alarming statistics of illiteracy given by the last census, that compulsory education, in some form or other, is an absolute necessity for the safety of our republican institutions. I have been compelled, from the evidence bearing upon the matter which I have been able to gather, to arrive at the conclusion that it is not only perfectly legal, but desirable, to place among our statutes a law requiring all the children of the state to be educated in the rudiments of knowledge, in the public schools *or elsewhere*.

I subjoin the opinions of some of our county superintendents:

With the statistics of the United States Commissioner of Education before them, it is a wonder how any Legislature in this age of the world can refuse to enact laws for the compulsory education in the English language of all children, white or black, Chinese or Indian, or anything else that claims to be human. This, with the moral and religious teaching that should accompany it, is the best and the only civilizing influence that will ever secure national safety and true prosperity. The great mistake of the nation has been in allowing the Indians, or any foreign tribe who make a stay in our land, to live in ignorance of our language or the advantages of schools.—Rev. A. KIDDER.

The safety of our free institutions demands that this evil of non-attendance shall be met, in some way. Our present school system does not do it. If a compulsory law will, let us have it by all means. Parental ignorance and indifference should not be allowed to deprive children of their most valuable inheritance, and put in jeopardy our free government. Were only the welfare of the individual at stake, we might question the propriety of interposing legal enactments, but as the worm of illiteracy is gnawing at the very foundation of our government, it becomes a proper subject for legislation. It is not expected by the most sanguine advocates of the law that it will confer the boon of education upon all, but it will do something in the right direction. The trite adage in which some objectors sum up their conclusions as to the utility of such a law:—"You may lead a horse to water, but you cannot make him drink,"—may be true as regards some, but it is no reason why those who do thirst for knowledge should not have the opportunity given them to drink.—S. D. FORBES.

XXVIII.—SUGGESTIONS OF COUNTY SUPERINTENDENTS.

I submit a few hints and suggestions from county superintendents respecting the needs, etc., of our schools.

In reporting the number of days school has been taught by a qualified teacher, clerks of joint districts have been required to report to the town clerks of all towns in which the district is situated. In a great number of cases the number of days taught in a given town are doubled, trebled, or quadrupled by incorporating all these reports, which cover the same districts, in several cases. To obviate this, district clerks might be required to report "yes" or "no" to the question "Has a school been maintained five or more months?" in all reports, except to the town clerk of the town in which the school-house is located.

In concluding this matter, I would say, that if teachers were required by law to make, at the beginning of each term immediately succeeding the time of making the annual report by the district clerk, a roll of the scholars attending school in the district during the year, which would show their age, sex, and number of days attending during each month of school throughout the year, and each teacher employed during the year were required to add to this roll the name, age, sex, and monthly attendance of any *new*, as well as that of all scholars already enrolled, it would so facilitate the labor of the clerk in making his report, as to insure both promptness and correctness.—W. H. CHANDLER.

STATISTICS.—My statistical report, already forwarded to the department, was very unreliable in many respects. The only way to remedy this evil which every superintendent has to contend with, in my opinion, is for the legislature to pay district clerks for their labor, and then compel them to report as they ought.—L. J. BURLINGAME.

Mostly for statistics you are referred to the annual report. As usual, the annual report is in many respects imperfect, though *much* labor has been expended upon it, and great pains taken to make it as correct as possible. The fact is, the majority of our district and town clerks make very incomplete and incorrect reports.

THE REMEDY.—It is my firm belief that the adoption of the "Township System" would secure to us much more reliable reports, as well as a great improvement in regard to school supervision, etc. I hope our legislature will take the pains to examine carefully the "Township System," and, if approved of, let them cause its adoption throughout the state, and not leave it optional with the towns. Probably it will not be adopted universally or even generally by the voluntary act of the towns during the next century.—L. M. BENSON.

XXIX.—NORMAL SCHOOLS.

From the very full report submitted by the President of the Board of Regents of Normal Schools, found in another part of this report, it will be seen that the three Normal Schools are in excellent condition, ably manned and crowded with students.

Wisconsin may justly be proud of them.

XXX.—NEEDED LEGISLATION.

In my judgment the following legislation is necessary for the greater efficiency of our school system:

1. A school should be maintained for *eight* months or more, instead of *five*, as now required by law, to enable districts to draw from the income of the school fund.
2. Clerks of joint school districts should report the number of children, etc., to the town clerk only in which the school house is situated.
3. A limited State Certificate for two years should be issued to all persons graduating in the one year's course at the normal schools, said certificate to be subject to annulment as other certificates are by county superintendents.
4. A law requiring all children of the state to be instructed in the rudiments of the common English branches.
5. Compensation to District Clerks.

CONCLUSION.

During the past year I have either visited schools or delivered public addresses and attended institutes in the counties of Calumet, Columbia, Dane, 1st District; Dane, 2d District, Dunn, Grant, Jackson, Jefferson, La Fayette, Milwaukee, Monroe, Richland, Rock, 1st District; Rock, 2d District, Sauk, Sheboygan, Waukesha, Walworth and Winnebago.

I have traveled over twelve thousand miles in the discharge of my official duties. This outside work has been pleasant, though arduous.

I have endeavored, during my continuance in office, to carry out both the letter and the spirit of the law, which requires the Superintendent of Public Instruction to visit, as far as practicable, each county in the state, and awaken an interest among the people in the cause of education. I believe this to be one of the most important duties demanded of him. In this way alone can he become fully informed of the educational needs of the state, and of the best methods of meeting them.

I take occasion, in this my fourth and last report, to express my profound thanks to the friends of education in Wisconsin who have so faithfully aided me in caring for the interests of its common schools.

I would also specially express my hearty thanks to my faithful

friend and co-laborer, the Rev. J. B. Pradt, Assistant Superintendent of Public Instruction, for the invaluable services he has rendered me in the laborious duties of the office.

Through the cordial co-operation of these friends, substantial progress has been made in every department of our great educational work, under my administration. The University of Wisconsin has been enjoying a greater degree of prosperity than ever before. The course of study has been extended in most of the graded schools of the State, to meet the requirements for admission into the college classes. The normal schools have increased in numbers and efficiency. The institute work has been thoroughly systematized. Many of our teachers have received State certificates after a most thorough examination. A gratifying *esprit du corps* has been observable among the rank and file of the profession, at the institutes and in the school room. A general willingness has been manifested by the people to bear the burden of taxation for the erection of new and commodious school houses, for the repair of old ones and for the payment of teachers.

To you, gentlemen, and to the people of the State, to whose common schools and University I owe a lasting debt of gratitude, I commend all our educational interests. May the blessing of God rest upon every effort put forth in their behalf.

SAMUEL FALLOWS.

SPECIAL REPORT
ON
COMPULSORY EDUCATION.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, August 31, 1873.

GENTLEMEN OF THE LEGISLATURE:

In accordance with the accompanying resolution, I herewith respectfully submit my report on compulsory education.

WISCONSIN LEGISLATURE,
ASSEMBLY CHAMBER, MADISON, Feb. 27, 1873.

HON. SAMUEL FALLOWS, *Sup't Public Instruction*:

SIR: I am directed to inform you that the Assembly has adopted Resolution No. 21, A.

WHEREAS, The general education of the masses is compatible with the advancement and the spirit that should characterize free institutions, and consequently it is the duty of the state to provide all proper means for the education of its people; therefore,

Resolved, That the Superintendent of Public Instruction be requested to make such investigations and inquiries as he may deem proper in relation to the best means, whether compulsory or otherwise, to advance the cause of education, and report the result of such investigations to the next legislature, with such recommendations as he may see fit.

I am, yours respectfully,

E. W. YOUNG, *Chief Clerk*.

From my last annual report I reprint my views on the general question of the necessity and the legality of compulsory measures:

"The alarming fact confronts us that a large number of the children of our state are not to be found in any public or private school during the year. Some are kept at home by parents on the plea that their services are needed for the sustenance of the family; others on account of the criminal indifference of their natural protectors. Neglected children are roaming the streets or playing in the alleys of our cities and larger towns, and are becoming apt scholars in all kinds of vice. Their school hereafter will be the jail and the prison. The state, for its own protection, will take care of them in their prematurely mature life of wickedness. The question arises, what shall be done with these children, soon to be the 'dangerous classes' in society? Cannot the state justly *compel* their attendance upon the *one* school as well as upon the *other*? Cannot it take measures to *prevent* as well as to *punish* crime? Is it not its solemn and imperative duty so to do? Has not every child a *right* to an education to fit it for the responsibilities and duties of good citizenship? If so, what right has the parent, through his ignorance or selfishness or indifference, to interfere with the exercise of that right? Ought not the state to step in and protect the child in his right in this respect against the parent, just as it would if the parent were to brutally ill treat the child? If the payment of taxes for educational purposes is made compulsory, should not education be compulsory? I think there can be no question on which side the *logic* of the argument is to be found. The state clearly has the right to enact a compulsory law if the penalty of the law shall fall upon the parents and not upon the children."

EDUCATION AND CRIME.

The following facts from the report of the Commissioner of Education, Gen. John Eaton, Jr., show the importance of adopting compulsory measures in *some form* or other:

"I. At least eighty per cent of the crime of New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life. In 1863, twenty per cent, of all the prisoners in the country were unable to read and write. From three to seven per cent. of the population of the United States committed thirty per cent. of all our crime, and less than one-fifth of one per cent. is committed by those who are educated.

"III. As in New England, so throughout all the country, from eighty to ninety per cent. have never learned any trade or mastered any skilled labor; which leads to the conclusion that 'education in labor bears the same ratio to freedom from crime as education in schools.'

"III. Not far from seventy-five per cent. of New England crime is committed by persons of foreign extraction. Therefore, twenty per cent. of the population furnishes seventy-five per cent. of the criminals. It is noticeable,

however, that 'the immigrant coming hither with education, either in schools or labor, does not betake himself to crime.'

"IV. From eighty to ninety per cent. of our criminals connect their courses of crime with intemperance.

"V. In all juvenile reformatories, ninety-five per cent. of the offenders come from idle, ignorant, vicious homes. Almost all children are truant from school at the time of their committal; and almost all are the children of ignorant parents. These children furnish the future inmates of our prisons; for 'criminals are not made in some malign hour; they grow.'"

"In the face of these facts, what can be said but this:

"Ignorance breeds crime; education is the remedy for the crime that imperils us.

"The entirely uneducated man is nine times as likely to be a criminal as the average of the men who have been taught, and more than one hundred times as likely to become a criminal as he who has been thoroughly educated."

ILLITERACY IN WISCONSIN.

According to the census of 1870, the number of inhabitants of all races, ten years and over, unable to write, in Wisconsin, was 55,441, of whom 41,328 were foreign born.

"*Age, Sex and Race of Illiterates.*—Of the 54,845 white illiterates, 9,274 were from 10 to 15 years old, of whom 5,080 were males and 4,244 females; 5,264 were from 15 to 21 years old, of whom 2,777 were males and 2,487 females; 40,307 were 21 years old and over—17,687 males and 22,670 females. Of the 360 colored illiterates 19 were from 10 to 15 years old—12 males and 7 females; 41 were from 15 to 21 years old—25 males and 16 females; 300 were 21 years old and over, of whom 185 were males and 115 females; 101 male and 135 female Indians were also reported."

As far as can be ascertained there are between forty and fifty thousand children in our state who did not attend school during the past year.

HISTORY OF COMPULSORY EDUCATION ABROAD.

I reprint from the same report a brief historical sketch of compulsory education in foreign countries:

"For a clearer understanding of this subject it is well to inquire what nations have adopted the compulsory system, and how has that system been enforced. It is not a novel expedient, nor the decree of despotic governments. It dates from the era of Solon, and is incorporated in the legislation of the most enlightened European nations. For the facts in this sketch we are indebted again to the essay of Doctor Gottschick and the report of M. Duruy

The laws prescribed 'that every man should have his son instructed in music and gymnastics.'

"In Sparta, according to the laws of Lycurgus, the state took the education of children, from their seventh year, entirely into their own hands.

"Charlemagne founded primary schools and compelled the children of all his courtiers to attend them.

"Martin Luther said, 'It is my opinion that the government ought to *compel* parents to send their children to school.' It is a characteristic of the reformers that they considered the school an essential instrument in the service of God. Attendance upon catechism was compulsory, and for every child found in the street, during the hour of religious instruction, the parents had to pay a fine, which went into the poor-box.

"In 1649, the synod of Württemberg made attendance at school compulsory under the penalty of a fine. In 1787 this attendance was required from the sixth to the fourteenth year.

"In Saxony the law of 1773 made attendance at school compulsory from the fifth to the fourteenth year, and provided that children who went to service before their fourteenth year should attend school two hours daily at the expense of their masters. The law of 1804 was more stringent, and imposed a heavy fine upon delinquents. A similar law was enacted in Bavaria in 1802.

"In France, says M. Duruy, "Compulsory education is ancient and of noble origin." In 1795 it was ordered that all children throughout the republic should be compelled to attend school; but this regulation, like many others during that sad period, remained a dead-letter, nor was it revived by the admirable law of 1833, nor the more recent law of 1850. The attendance at school is consequently very irregular, nor was the late Emperor able to prevent it. The consequence of this has been signally exemplified by late events.

"In Prussia, compulsory education has been most efficiently enforced and its practical results can be easily computed. The first attempt at more regular attendance at school was in 1658. This was repeated in 1816. By a regulation of August 12, 1763, it was ordered that all children be sent to school from the fifth to the fourteenth year. This order was revived in 1794, and in 1819 severe penalties were imposed. The result is that in 1864, out of three million children of school age, only 180,000 did not attend school, and an officer at Potsdam, having in charge the examination of recruits for the army, received in the space of twelve years only three soldiers who could neither read nor write. In country districts where children live farther than two miles from the school, they are not obliged to attend before the completion of the sixth year; when the distance is greater, not before the seventh year. Similar laws prevail in all the German States.

"In Sweden, Norway, and Denmark, parents who do not send their children to school are subject to a fine, and either from this cause or the conviction of the value of education, out of 385,000 Swedish children in 1862, only 9,131 were uninstructed.

"In all Switzerland, except four cantons, education is obligatory. In Zu-

rich the school-age extends from five to sixteen, inclusive. Not only parents and guardians, but also masters of trades are required to have children attend school. In the canton of Berne, young soldiers must read, write and solve ordinary examples in arithmetic, or attend school in the barracks. Ordinarily not more than three or five in a hundred are of this class. M. Baudouin, the French school commissioner to Switzerland in 1865, says: "When one travels in this country, not to admire the beauty of the landscapes, but to examine its institutions, and seek counsel in results, he has no need to look at territorial limits to know that he is passing from a canton in which education has been neglected, into another in which it has been carefully cultivated."

"In view of the amount of gross ignorance that has so far prevailed in England, the two extremes of the most stolid ignorance and the highest culture, existing in close contact, many influential Englishmen have publicly declared that the remedy is to be found in compulsory education.

Rev. Dr. Ryerson, chief superintendent of public instruction for the Province of Ontario, in his annual report of 1871, comments as follows upon the compulsory features of the Ontario school law:

"3. The provision of the recent school law of Ontario on this subject is the legitimate consequence of the adoption of the principle of free schools; for if every man is to be taxed, according to his property, for the public school education of every child in the land, every taxpayer has a right to claim that every child shall be educated in the various branches of a good English education; otherwise the law is a mere pretext for raising money by taxation under false pretences.

"4. And if every man is to be taxed according to his property for the education of every child, and if every child has a right to school instruction, some provision was needful to secure both the ratepayer and the child against the oppression and wrong which might be inflicted by an unnatural guardian or parent. Society at large, no less than the parties immediately concerned, requires this protection; and the protecting provision of the law, in this respect, is milder and more guarded than the corresponding one in other countries where public school education is provided for and guaranteed to every child in the country. According to the new act, no parent or guardian is liable to punishment whose wrong against society and his youthful charge is not wilful and criminal. If such a protection in this mild and guarded form is found, on trial, to be insufficient for the purposes intended, a more stringent one will no doubt be enacted by the legislature hereafter."

METHODS OF COMPULSION.

Through the kindness of Thomas Greene, Esq., I have been enabled to procure a copy of the report of Jno. F. Moss, Esq., clerk of the Sheffield school board, England, embodying the results of

his observations during an educational tour on the Continent. I quote from the report as follows :

" No one needs to be told that in Germany education is compulsory. The laws on the subject are varied in different states, and the power of compelling the attendance of children at school is not exercised uniformly.

" But something more has been achieved than the mere efficient working of compulsion. The duty of parents to attend to the education of their children has been thoroughly instilled into the minds of the people. In Prussia, people laugh at the idea of being *compelled* to send their children to school, because scarcely anyone thinks of disregarding what he knows to be a primary duty. Negligent parents are happily rare exceptions in at least the more important communities. Active intelligent citizens are to be met with in Saxony who would have difficulty in giving you the merest notion of the working of a compulsory system of education, because they have never seen compulsion applied.

" I have been astonished, on looking at registers of school attendance in some of the common schools, to note how few cases of absenteeism, without reasonable excuse, are recorded. One of the directors of a public elementary school in a populous manufacturing district, assured me that out of 2,500 scholars scarcely a score were away without proper reasons having been given, and he showed me large folio pages of the class registers with less than a dozen absences marked for which sufficient excuses had not been furnished. One instance was given in which a boy had only been absent ten times during the whole of the eight years of his school career.

" In Berlin, however, I visited a large "Gemeinde schule," where out of 900 girls nearly 50 on the average absented themselves from the girls' department three days out of the six in the week, and out of this number twenty-five were often on the delinquent list. The explanation given by the teacher was that they were the older girls, who were much wanted to assist their mothers in household duties. In the boys' department the proportion of irregular scholars did not seem so great. In this case it should be mentioned the school has not been long established, and the steady enforcement of the law is leading to a gradual diminution of absenteeism. An average attendance of 95 per cent. seems almost incredible in England; yet it is not uncommon to find such results recorded in German schools.

" The methods of dealing with delinquents are diversified, and the penalties inflicted upon negligent parents seem to be generally heavier than are provided for in England. The fine is usually doubled for a second offence, and a third conviction is in some states followed with imprisonment. Happily such extreme measures are seldom rendered necessary.

" The police in many of the communes are entrusted with the duty of enforcing the attendance of children at school during the prescribed periods; but usually complaints of neglect must in the first instance come from the school director or teacher, and only when his remonstrances or warnings prove unavailing are other measures resorted to.

"An officer called a "School Messenger," who is required to be a man of tact and judgment, is attached to each of the large schools in Saxony. His duty is to look up absentees and report to the director, who, if he deems it necessary, sends for the parent and administers a caution, which generally proves sufficient. But if a parent shows a disposition to evade the law the case is reported to the school board, of which the director is an ex-officio member, and it is afterwards taken before the magistrate. To show how seldom it became imperative that the magistrate should be appealed to, the director of the lowest elementary school in Chemnitz—and here is to be found perhaps as low a class of people as anywhere in Germany—stated, that from fifteen to twenty years' experience in that school, with about 2,000 children in attendance, he could only remember having put the law in force against negligent parents about ten or twelve times—in fact he began counting the cases on his fingers and could remember each distinctly, some of them being cases in which boys had been eventually sent to the "reformatory" because their parents could not exercise proper control.

"In some districts a child is not permitted to remove from one school to another without special permission; a proper discharge or recommendation from the school he is leaving being made a *sine qua non* before a boy can be transferred to any other school in the district. The police and district registrars supply to the various district schools the names of all children who ought to attend, and as one child after another attains school age, or is brought from another district, the names are added.

"Perhaps the best illustration of the Prussian plan of enforcing the attendance of children at school will be furnished by a brief description of the machinery employed for this purpose in Berlin. The directors of one of the public schools has considerably supplied me with a set of forms used, the object of which I will endeavor to explain. First the teacher communicates with the parent whenever he has reason to complain of a child's absence from school. This is perfectly understood as a warning of the consequences which must ensue in case of continued neglect. Should the admonition from the teacher prove ineffectual, a report is handed by the director of the school to the "Schul Commission" or School Board. Then the School Board take the case up, and three other warnings follow pretty closely one upon the other. From the Schul Commission recalcitrant parents are handed over to the "Schul Deputation"—a tribunal composed of Government Officials—who, upon neglect being duly proved, inflict the penalties imposed by law. The first offence is visited with a fine of 5 silbergroschen, and for the second offense the fine is 10 silbergroschen, the penalties being increased by 5 silbergroschen for each subsequent offense. In default of payment imprisonment follows.

"Directly a case of absenteeism or irregular attendance is reported to the Schul Commission, the name of the child must be entered by the teacher on what is called the "delinquent list," and a weekly statement of the number of attendances must be made on the prescribed form for the Schul Commission.

"It should be mentioned that when the absence of a child from school is first reported to the School Board, enquiry is immediately made as to whether he has simply been transferred to another school, and if this happens to be the case a record is made on a form provided for the purpose; all further proceedings being stayed, as it is then left for the teacher of the school to which the child has been removed to properly note the attendance, and report any irregularity in the ordinary course.

"If a child be partially exempted from the obligation to attend school, as in the case of girls of a certain age, whose parents are in need of their earnings, and who are shown to be beneficially employed in some useful occupation, a certificate is, after due consideration, granted to that effect, and attendance in the mornings only is required. Another form is provided for certificates of proficiency, which are granted to 14 or 15 years of age.

"The system necessarily involves a good deal of care and trouble on the part of the director or secretary of the school, but it appears to work very smoothly, and the results are reported to be satisfactory. I found in the case of one excellent girls' school (elementary) there were during last year about 4 per cent. of the girls attending the school on the delinquent list. But, on the other hand, 10 per cent. of the scholars never missed at all from any cause, whilst 50 per cent. attended *nearly* all the school meetings in the year.

"Other States have their peculiar plans of working, but they do not appear to differ greatly in the general features.

"In Saxony the fine imposed for a first offence amounts to about 2s. in English money, and it is increased in case of subsequent neglect; a third or fourth offence may be visited with imprisonment, without the option of pecuniary penalty. But the "reintents" are few. Through being long accustomed to the law parents have become so habituated to it that only in rare cases are the notices disobeyed which are given each Easter calling upon parents of children who may have attained the prescribed age during the preceding term to send them forthwith regularly to school. If through carelessness the notices are disregarded by a few parents for a short time, the admonition of the teacher is usually all that is necessary to induce compliance without any necessity for recourse being had to the other authorities.

"For a little over 12½ years, Dr. E. Borneman (Königl. Sächs. Ministerial-Schul Rath, Dresden,) formerly had charge of an important school, with about 1500 scholars in regular attendance, and during the whole period of his directorship not one case occurred in which punishment was found necessary to induce compliance with notices calling upon parents to send children to school. The learned doctor states, however, that fifty years ago, when the compulsory laws were introduced, there was considerable difficulty experienced in the mining districts before the people could be brought to see clearly the value of education; but in the towns of Saxony the change which has been fraught with such manifold benefits to the whole community was brought about.

"In the little Saxon duchies, and among the Protestants of Baden, the attendance of children at school is equally satisfactory. In Wurtumburg also *the attendance is good; but in the schools of Bavaria not so regular.*

"From 6 to 14 years of age is usually the period prescribed for the regular attendance of children at school 'full time,' though in some states the laws on this point have been recently extended. In some districts children from 6 to 8 or 9 years of age are only required to attend about half the time during which the older scholars are in attendance, whilst elsewhere the order of things is reversed, and children above 12 are permitted to work half time until they are 16 years of age.

"The Saxon laws on education have recently undergone revision, and now it is made imperative that a child shall have from 17 to 35 lessons per week, between the ages of 6 and 14 years, and that afterwards they shall attend school under a sort of half-time system for 6 lessons or hours per week in the evenings up to 17 years of age. The penalties for non-compliance with the laws range from 5 to 20 thalers.

"In Bavaria children must attend the ordinary school regularly up to 13 years of age, and then must follow a course of instruction in the Sunday schools or in the improvement schools, up to 17 years of age.

"Yet in the face of these stringent regulations as to school attendance—and in Germany, be it remembered, no laws are allowed to become a dead letter while they remain on the statute book—it is surprising how little one hears as to complaints by parents of hardship or irksomeness.

"The people themselves are in fact educated up to the point at which laws like these are accepted as becomes an age of enlightenment. The laws are backed up by the spirit of the nation; for more than two generations they have been thoroughly identified with the habits and thoughts of the people, and only criminals and vagabonds seem to dream of attempting evasion. Parents appear, as a rule, almost as little to think of depriving their children of physical food as of neglecting the duty of ensuring them the education which is of so much importance to them in the battle of life.

"A significant exemplification of the universality of education in Germany is furnished by the fact that out of the immense number of recruits for the united army of the Empire, enrolled in the year 1870, there were none who could not at least read or write, though some few were reported on account of 'Mangelhafte Schulbildung'—insufficient education."

COMPULSORY LAWS IN THE UNITED STATES.

I give below the text of the laws now in operation in Texas, Michigan and New Hampshire:

LEGISLATION IN TEXAS.

AN ACT to organize and maintain a system of public free schools. Approved April 24, 1871.

"SECTION 6. The board of school directors shall require the attendance on the public schools of their respective districts of all the scholastic population thereof, for a term of at least four months of each and every year; and

should any of said scholastic population neglect or refuse to attend said schools, each and every parent or guardian of such child or ward neglecting or refusing to attend shall be deemed guilty of a misdemeanor, and upon trial and conviction thereof before any court of competent jurisdiction shall be fined in a sum not to exceed twenty-five dollars for each and every offense, and shall pay the costs of the prosecution; and all moneys collected for fines, under the provisions of this section, shall be paid into and become a part of the public school fund of the district where the penalty was incurred: *provided*, that when any child or ward of scholastic age may be shown to have received regular instruction from any private teacher having a proper certificate of competency, or when it may be shown that said child or ward was prevented by ill health from attending school, or that there was no public school within three miles of the residence of said child or ward, or that said absence was caused by reason of danger from hostile Indians, this shall exempt from the operation of the penalty contemplated by this section: *and provided further*, that nothing in this act shall be so construed as to compel the attendance of a child under ten years of age in the public free schools when there is no school established within one mile of the residence of said child or ward.

LEGISLATION IN MICHIGAN.

[Enacted and amended by the legislature at its session in 1871.]

AN ACT to compel children to attend school.

"SECTION 1. *The People of the State of Michigan enact*, That every parent guardian or other person in the state of Michigan, having control and charge of a child or children between the ages of eight and fourteen years, shall be required to send any such child or children to a public school for a period of at least twelve weeks in each school year, commencing on the first Monday of September, in the year of our Lord eighteen hundred and seventy-one, at least six weeks of which shall be consecutive, unless such child or children are excused from such attendance by the board of the school district in which such parents or guardians reside, upon its being shown to their satisfaction that his bodily or mental condition has been such as to prevent his attendance at school or application to study for the period required, or that such child or children are taught in a private school, or at home, in such branches as are usually taught in primary schools, or have already acquired the ordinary branches of learning taught in the public schools: *Provided*, In case a public school shall not be taught for three months during the year, within two miles by the nearest traveled road, of the residence of any person within the school district, he shall not be liable to the provisions of this act.

"SEC. 2. It shall be the duty of the director of every school district, and president of every school board within this state, to cause to be posted three notices of this law in the most public places in such district, or published in one newspaper in the township for three weeks, during the month of August in each year, the expenses of such publication to be paid out of the funds of said district.

"SEC. 3. In case any parent, guardian, or other person shall fail to comply with the provisions of this act, said parent, guardian or other person shall be liable to a fine of not less than five dollars nor more than ten dollars for the first offense, nor less than ten or more than twenty dollars for the second, and every subsequent offense; said fine shall be collected by the director of said district in an action of debt or on the case, and when collected shall be paid to the assessor of the district in which the defendant resided when the offense was committed, and by him accounted for the same as money raised for school purposes.

"SEC. 4. It shall be the duty of the director or president to prosecute any offense occurring under this act, and any director or president neglecting to prosecute for such fine within ten days after a written notice has been served on him by any tax-payer in said district, unless the person so complained of shall be excused by the district board, shall be liable to a fine of not less than twenty or more than fifty dollars, which fine shall be prosecuted for in the name of the assessor of said district, and the fine when collected shall be paid to the assessor, to be accounted for as in section three of this act."

LEGISLATION IN NEW HAMPSHIRE.

AN ACT to compel children to attend school.

SECTION 1. *Be it enacted by the senate and house of representatives, in general court convened,* That every parent, guardian, master or other person having the custody, control, or charge of any child between the age of eight and fourteen years, residing in any school district in which a public school is annually taught for the period of twelve weeks or more, within two miles of the nearest traveled road from his residence, shall cause such child to attend such public school for twelve weeks at least in each year, from and after the first day of September next, six weeks at least of which attendance shall be consecutive, unless such child shall be excused from such attendance by the school committee of the town, or the board of education, or the superintending school committee of such district, upon its being shown to their satisfaction that the physical condition of such child was such as to prevent his attendance at school for the period required, or that such child was instructed in a private school, or at home, for at least twelve weeks during such year, in the branches of education required to be taught in the public schools, or, having acquired those branches, in other more advanced studies.

"SEC. 2. The school committee of every town, and the board of education or superintending committee, of every district, shall cause to be posted in one of the most public places in each school district under their supervision, or to be published in some newspaper printed in the town three weeks successively, in the month of August annually, a notice of the provisions of this act, particularly calling the attention of parents, guardians, masters and others thereto. The necessary expense of posting such notice or making such publication shall be paid by the town or district whose committee incurs the same.

"Sec. 3. Any parent, guardian, master or other person violating the provisions of the first section of this act, shall forfeit and pay the sum of ten dollars for the first offense, and the sum of twenty dollars for the second and every subsequent offense, to be recovered in an action of debt in the name of the district within whose limits the penalty was incurred, by the school committee, board of education, or superintending school committee, having the supervision of the schools in such district, in any court of competent jurisdiction. All penalties recovered shall be paid to the district and added to the school money thereof.

"Sec. 4. School committees, boards of education, and superintending school committees, respectively, shall sue for all penalties incurred under the provisions of the preceding sections; and any school committee, board of education, or superintending school committee, upon whom a written notice has been served by any tax-payer, stating by whom, when, and how any such penalty has been incurred, who shall neglect for ten days after the service of such notice upon them to institute a suit for the recovery thereof, unless such penalty shall sooner be paid without a suit, or unless, upon investigation during that time, they shall be satisfied that no penalty has actually been incurred, shall forfeit and pay the sum of twenty dollars for each neglect, to be recovered by the selectmen of the town or the mayor and aldermen of the city in action of debt, in the name of the town or city, in any court of competent jurisdiction; such penalty, when recovered, to be paid to the district in which the original penalty was incurred, and added to the school money thereof.

"Sec. 5. This act shall take effect on its passage.

"Approved, July 14, 1871."

WISCONSIN.

The following bill was presented to the legislature, last winter, by Mr. Sayre, and was indefinitely postponed:

"A BILL to compel children to attend school.

"The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

"Section 1. That every parent, guardian, or other person in the state of Wisconsin, having control and charge of any child or children between the ages of eight and fifteen years, shall be required to send such child or children to a public school for a period of sixteen weeks in each school year, commencing on the first day of September, 1873, at least eight weeks of which shall be consecutive, unless such child or children are excused from such attendance by the board of the school district in which such parent or guardian resides, upon its being shown to their satisfaction, that his bodily or mental condition has been such as to prevent his attendance at school, or application to study for the period required, or that such child or children are taught in a private school or at home in such branches as are usually

taught in primary schools, or have already acquired the ordinary branches of learning taught in the public schools. Provided in case a public school shall not be taught for four months during the year, within two miles by the nearest traveled road of the residence of any person within the school district, he shall not be liable to the provisions of this act.

"Sec. 2. It shall be the duty of the director of any school district to cause to be posted three notices of this law in the most public places in such district, one of which shall be on the door of the school house, or published in one newspaper in the township for three weeks during the month of August of each year, the expense of such publication to be paid out of the funds of said district.

"Sec. 3. In case any parent, guardian, or other person shall fail to comply with the provisions of this act, said parent, guardian or other person shall be liable to a fine of not less than five dollars, or more than ten dollars, for the first offense, nor less than ten nor more than twenty dollars for the second and every subsequent offense. Said fine shall be collected by the director of said district in the name of the district in an action of debt, or on the case, and when collected shall be paid to the treasurer of the district in which the defendant resided when the offense was committed, and by him accounted for the same as money raised for school purposes.

"Sec. 4. It shall be the duty of the director to prosecute any offense occurring under this act; and any director neglecting to prosecute for such fine for ten days after a written notice has been served upon him by any tax payer in said district, unless the person so complained of, shall be excused by the district board, shall be liable to a fine of not less than twenty dollars or more than fifty dollars, which fine shall be prosecuted for in the name of the treasurer of said district, and the fine when collected shall be paid to the treasurer to be accounted for as in section three of this act.

"Sec. 5. This act shall take effect and be in force from and after its passage and publication."

I append the views of distinguished educators in different states of the Union.

CONNECTICUT.

Hon. B. G. Northrop, Secretary of the Board of Education of the State of Connecticut, in his Annual report of 1872, says:

"**OBLIGATORY EDUCATION.**—With growing faith in moral suasion as our main reliance in preventing absenteeism or reclaiming truants, I contend for the authority of the law, with its sterner sanctions to fall back upon in extreme cases. Where parental pride, interest or authority fail, and juvenile perverseness is otherwise incorrigible, legal co-ercion should be employed.

"My former objections to obligatory attendance were fully removed by observations recently made in Europe. Mingling much with plain people in Germany and other countries where attendance at school is compulsory, I

sought in every way to learn their sentiments on this question. After the fullest inquiry in Prussia, especially among laborers of all sorts, I nowhere heard a lip of objection to this law. The masses everywhere favor it. They say education is a necessity for all. They realize that the school is their privilege. They prize it and are proud of it. Attendance is voluntary in fact. Nobody seems to think of coercion. The law is operative, but it executes itself because it is right and beneficent, and commands universal approval. It is only the legal expression of the public will.

"Universal education, more than anything else, has fraternized the great German nation. It has improved her social life, ennobled her homes, promoted private virtue, comfort, and thrift, and secured general prosperity in peace. It has given her unequalled prestige and power in war. "Whatever you would have appear in a nation's life, that you must put into its schools," was long since a Prussian motto. The school has there been the prime agent of loyalty. Love of country is the germ it long ago planted in the heart of every child. The fruit now matured gladdens and enriches the whole land. Wherever that lesson is heeded, it will enrich the world. Devotion to fatherland is a characteristic sentiment of the German people. Shall such a people, with such a history, complain of compulsory attendance? This law itself has been a teacher of the nation. It has everywhere proclaimed the necessity and dignity of the public school. Kings and nobles and ministers of State have combined to confirm and diffuse this sentiment, till now it pervades and assimilates all classes.

"The absence of complaint about coercive attendance is not due, as some have supposed, to an enforced reticence or restraint. Proofs of the utmost freedom of speech abound. The Prussian military system is a grievous burden to the people. They dread it and bitterly denounce it. The law which takes every young man from his friends, his business and his home for three weary years of military service is hard, and is freely condemned. Many young families have left their fatherland for America, and thousands more are now planning to emigrate in order to escape this arbitrary conscription. But even the father who is most aggrieved by the army draft lauds the school draft."

"In various parts of Prussia and Saxony, I inquired of school directors, parents, and others, "Do you have any difficulty in executing the co-ercive law?" The answers were all substantially the same. "Many years ago," replied one, "there was some opposition. But the results of the law have commended it to all, and they obey it without complaint, and almost without exception." The present generation of parents having themselves experienced its advantages, are its advocates. Said a resident of Dresden, "A healthy child of school age can hardly be found in this city who has not attended school. Were the question of compulsory attendance to be decided to-morrow in Saxony by a plebiscite, it would be sustained by an almost unanimous verdict. Public opinion is now stronger even than the law. The people would sooner increase than relax its rigor." I nowhere learned of any recent cases of punishment for infractions of it. In many places I was assured that the penalty is practically unknown.

"8. It has been said that in some countries, without any coercive law, the attendance is as good as in Prussia or Saxony with such a law. This is simply a mistake. Holland has been cited as an illustration of this statement. But while the Dutch show commendable zeal for public schools, the attendance is not relatively as large as in Prussia, and illiteracy is by no means so rare as in Germany. But Holland *has*, indirectly, a system of compulsory attendance. It denies certain immunities and privileges and honors to the uneducated. The parents of children who are not instructed up to the required standard cannot receive relief from certain charitable institutions. The ban of legal condemnation falls upon them as truly, though not as effectively, as in Prussia.

"In Rotterdam, Hague, Amsterdam and elsewhere in Holland, I was assured that the working classes regard the school law as practically compulsory. No one is permitted to teach even a private school who has not been duly "examined and approved," and the public supervision includes private as well as public schools.

"The tendency throughout all Europe is more than ever toward the recognition of the right and duty of the state to educate its entire population. Public sentiment, educated by recent events, now connects ignorance with crime, and poverty with individual and national weakness, as cause and effect. Sadowa taught Austria, and indeed all Europe, a salutary lesson. "Defeated in war, let it be our policy to excel in the arts of peace," became the national idea under the inspiration of Count Beust. There was no waste of zeal and strength in the mad cry of revenge, as now in prostrate France. Austria was not unwilling to learn from an enemy, and adopt the educational system of her conqueror. Her school system was reorganized and vitalized, and the principle of compulsory attendance made prominent. Education is obligatory in Denmark, Norway, Sweden, and also in Switzerland, except in the four small cantons of Geneva, Schwyz, Uri and Unterwalden. The total population of these four cantons is less than one seventeenth that of the whole nation. The new school law of Italy provides for both free schools and obligatory attendance, and includes the following important "civil service reform;"—"No one can be appointed to any State, Provincial or Communal office whatever, who cannot read and write."

"More than thirty years ago, Guizot, in his educational report to the French government, ably opposed obligatory education, but the recent experience of France has changed his views, and now he is its earnest advocate. That one of his advanced age, long among the foremost men of France both as a scholar and statesman, cautious yet positive in his convictions, a historian in his tastes and studies and therefore conservative, should now stoutly advocate that compulsory system which he so successfully opposed when himself the Minister of Public Instruction in 1838, is significant. The logic of events during the last forty years proves that the very system which he largely originated is unsuited to the wants of the nation and the age. M. Jules Simon, the Minister of Public Instruction, explained to me his plan for the reorganization of Primary Instruction, by making it both gratuitous and compulsory. The penalties were to be a maximum fine of one hundred francs

and loss of suffrage for three years. After the year 1880, no citizen was to become a voter who could not read and write. But his bill is likely to fail at Versailles. While Thiers proposed an increase of eighty millions in the budget for the army, he said nothing for education. Even under Napoleon, fifteen times more was spent for the army than for education, including Primary, Secondary and Superior. The provisions for Superior education were liberal, and absorbed nearly one-half of the whole appropriation, leaving the primary schools most meager, both in quantity and quality. The Ultramontane party, now dominant, stoutly oppose both gratuitous and obligatory instruction, and little is likely to be done for the better education of the masses. The objection that obligatory instruction would challenge resistance as an act of usurpation, seems ludicrous in a land where military conscription and the most rigorous police surveillance are universal and unresisted. Gambetta as well as Guizot and the liberal republicans strongly advocate obligatory education. Even the Commune favored universal and compulsory education, as also do the majority of the Parisians still. The opposition comes from the clerical and conservative parties.

"The new school law of England *permits* all local Boards to enforce attendance. Public sentiment throughout England is now changing rapidly in favor of making compulsory attendance national and universal, instead of permissive. As one of many illustrations of this change, Rev. Canon Kingsley, formerly favoring non-compulsion, now advocates the compulsory principle. He says: "Let the public keep in mind this broad, ugly, dangerous, disgraceful fact; there are now one million three hundred and eighty thousand children in this kingdom who ought to be attending school, but who are not; 1,380,000 children growing up in ignorance, in a country which calls herself civilized, but which will be called by a very different epithet some two hundred years hence, unless she mends her ways right speedily."

He quotes a letter from Hon. O. Hosford, late Supt. of Public Instruction in Michigan, respecting the working of the compulsory law in force in that State:

"LANSING, May 31, 1872.

Hon. B. G. NORTROP:—

"*Dear Sir*—The compulsory law has not been in force long enough to give us any definite results. We have no *Official* reports since the law became operative, and all that I can say in reply to your inquiries will be to give the impressions I have received from personal observation and from the observations made by others.

"To your last inquiry: 'Has it increased the attendance, or the regularity of attendance, or both?' I would state that I have no doubt the next annual report will show a decided increase in attendance, and a much higher average of attendance. How great this will be can be determined only by the annual reports.

"2d. 'Has it aroused much opposition, or do the people accept it willingly?'

"I do not remember that any law, bearing upon the school interests of the State was ever received with such universal favor as this one. The press, without distinction of party, very generally commended it, and very few of the people were heard to speak against it.

"Very truly yours,

"ORAMEL HOSFORD,

"*Supt. Public Instruction.*"

IOWA.

Hon. A. L. Kissell, Superintendent of Public Instruction for the State of Iowa, in his Annual Report for 1870-71, says:

"This question has been discussed by the educationists of this country during the last decade. A law making school attendance obligatory has been enacted in some three or four states. The representative educators of the United States hold opposing views on the subject. At the National Teachers' Association that convened at Saint Louis, August, 1871, in the Superintendent's Section, the following resolutions were unanimously adopted:

"*Resolved*, That universal education is a public necessity, and the State has the full right to provide for and secure it.

"*Resolved*, That to secure universal education in this country, our present systems of voluntary school attendance should be *supplemented* by truant laws, reformatory schools, and such other compulsory measures as may be necessary to reach that class of youths now growing up in ignorance.

"This department of the Association was attended by some of the ablest educators from twelve different states. The resolutions show much unanimity on the subject in that body; and, to say the least, it was conservative, and preferred more fully to test the methods already in use to secure punctual school attendance, rather than resort to a system which has been employed in a country with different political institutions, and which was inaugurated at a period when physical force predominated more largely than at the present time. Then, indeed, comparing the Prussian compulsory system with the voluntary one of Holland, and that which prevails in some of the cantons of Switzerland, it becomes questionable whether the former has been as successful as the latter as an educational measure.

ILLINOIS.

Hon. Newton Bateman, Superintendent of Public Instruction in the State of Illinois, in his biennial report for 1871 and 1872 says:

THE SCHOOL SYSTEM ALREADY COMPULSORY.—I have said that our general free school laws, aside from the question of attendance, are themselves compulsory. They are, indeed, conspicuously so, through and through, and from

beginning to end. Read the provisions contained in all state school laws, and note how largely the voluntary element is excluded; how mandatory their requirements, how absolute and peremptory the control. Note the plenary powers vested in boards of directors to make and enforce rules and regulations; their unlimited jurisdiction over the time, conduct and studies of pupils. See how these powers, armed with the authority of summary suspension or expulsion, accompany and environ the children everywhere—pursuing them through the streets; following them to their homes; dictating, even there, how a portion of their time shall be spent; penetrating the sanctuary of the domestic circle, modifying the hours of meals, and other household arrangements. Note how the state in its school laws, lays its authoritative hand upon the minds of the children dictating *what* they shall study, and what they shall not, upon their bodies, even to the infliction of stripes, for flagrant misdeeds; upon their manners and morals, by inhibitions and requirements, pains and penalties, for infractions of codes to which the assent of parents has not been asked; upon the very right to remain in school at all, authorizing suspension or expulsion at the absolute discretion of the school board, and that too, in this state, without any legal recourse or redress by action against the board.

“Notice with what surprising unanimity the supreme judiciaries of all the great states, of Massachusetts conspicuously, have sustained the maintenance and exercise, by school boards, of these extraordinary powers over the minds, bodies, time, manners, studies, rights and privileges of the youth of the country while in the public schools; how rarely the courts, supreme or inferior, have interposed against the prerogatives of teachers and school officers, declaring strict discipline and implicit obedience to be essential to the public welfare. Consider all these things, and that, with nearly equal unanimity, the people accept or acquiesce in this order of things, seeing it to be essential to the supreme end for which the schools exist, and then recall again the vehemence with which mild and considerate legislation like that to which I have referred, is assailed on account of its *compulsory* character.” * * *

“ANALAGOUS CASES CITED.—The allegation that laws to secure attendance at school are unwarrantably invasive of private rights, and an abuse of the proper functions of government, is answered by reference to other notorious facts. Not to speak of the extreme war powers of the government, under order of which, husbands, fathers, sons and brothers are seized and hurried to the battle-field; property of every description taken for public uses, with or without the owner's consent; ships, railroads and telegraph lines laid under forced contributions, their rightful owners dispossessed, and government officers placed in command; the people and resources of the whole country regarded as merely so much material for the common defence—not to speak of these desperate but familiar example of coercion, there are multitudes of others, scarcely less arbitrary, which belong to times of peace:

“In periods of extreme danger or necessity, even sumptuary laws, of sweeping character, have been patiently submitted to, the right of the people, *through their own constituted government*, to protect themselves against im-

dending danger from *whatsoever* cause, not being denied. A law, denounced by some as of this odious class, is now in force in this state—a general, and stringently penal statute, concerning the sale of ardent spirits. It received a large majority of votes in each House of Assembly, notwithstanding its compulsory provisions and protests against its alleged invasions of personal liberty.

“So, let but the shadow of approaching pestilence touch our shores, and instantly the hygienic decrees of municipal legislatures and boards of health are as stern and absolute as the edicts of the Cæsars. Every incoming ship is brought to at quarantine, as peremptorily as if she meditated a bombardment of the city; and if she should fail to respect the signal, a shot across her bows would be speedily followed by another *amidships*. The vessel may be returning from a long voyage—no taint of disease may in fact be on board—hundreds of weary people may be within a league of their homes—no heed is paid to them; *pestilence* threatens the great city, and the shall not proceed till inspected by the health-officer. Read the proclamations that ring through the city at such times, commanding all men everywhere instantly to remove every nuisance, and to cleanse and disinfect their premises. And upon the least reported neglect, see the officers and employes of the health brigade, hurrying and swarming through the city, searching the dark purlieus, entering every suspected house, breaking down doors if opposed, peering into squalid nooks and corners, issuing peremptory orders, and *compelling* everybody, rich or poor, to obey the commands of the sanitary board—or else themselves doing what is required, and compelling the owners to pay the expense. Only last summer, when the death-rate in New York increased so frightfully under the dog-day heats of July, some twenty-five families, the papers say, were actually turned temporarily into the streets, driven out of their dwelling-places by the police, because the reeking dens in which they lived, imperiled the public health.

“So of the ordinary enactments concerning nuisances—the regulation of markets and market places—the obstruction of streets and alleys—the abuse of public parks and buildings—the erection of houses within the fire limits—rules and ordinances in respect to vaccination, and other things innumerable. They are all compulsory, sternly so; they all, in one sense, abridge the personal liberty of the individual citizen; but because the *public good demands them*, they are enforced. And now when the country is menaced by an evil which no quarantine can avert; when a malady is fastening itself upon the body politic that is beyond the skill of boards of health; when a shadow is settling down upon the country the end whereof may be political death, and the people see it and know it, and there is but one remedy, why should it not be applied?”

“AN OBJECTION EXAMINED.—It is said that such laws cannot be enforced; that public sentiment is against them; that for a legislature to take a position a thousand moral leagues in advance of public opinion, and attempt to pull the people forward by a legal tow-line, is as chimerical as for a man-of-war to essay to take one of the islands of the sea into port, with cable and

hawser—that, in the one case as surely as in the other, the lines will be snapped asunder by the strain, leaving the mass unmoved. That is partly a truism, and partly a begging of the question. So much of it as affirms that laws (admitting there may be such), to which a majority of the people are actively opposed, cannot be executed, is a truism; like saying that a pyramid cannot stand upon its apex. So much as assumes that public sentiment is hostile to such legislation, begs the question.

"It might be said that in a form of government like ours, the enactment of a law pre-supposes and implies popular approval thereof, legislation in this country being, as has already been repeated, but the crystallization of the popular will into legal forms. But, while there is not a little truth in that view, it may be considered as rather the argument of lawyers, and I do not care to press it—especially as other resources of reply are abundant. It is true, and must therefore be admitted, that measures may be introduced into legislative bodies and become laws, not only without the supporting column of the electors of the commonwealth, but in actual antagonism with the popular judgment. Instances are not wanting, indeed, where the printed statute has conveyed to the astonished masses their first knowledge of the matters contained therein. These are the laws which cannot, and some of which ought not to be enforced, having in them no vitalizing leaven of popular ideas and purposes, even if not conceived in mischief, and treason to the public weal. They belong, for the most part, to that infamous category, known in these days as 'ring legislation,' the work of rogues and demagogues, taking 'snap judgment' on the people by rushing their corrupt measures through, before even a rumor thereof can reach their outraged constituents—or else, by mercenary combinations and conspiracies, defying the people.

"But when a great public issue, intrinsically vital, far-reaching and aggressive, inviting criticism and assault, is separately and distinctly set before the people for examination and discussion—when that issue *is* discussed, thoroughly and exhaustively, and the whole body of electors are made familiar with it, and choose their delegates to the legislature with reference to it—and when a clear majority of the known friends of that measure are elected, and the contest is transferred from the hustings to legislative halls, and is again fought triumphantly through, and promulgated as the law of the land, *that law is* the will of the people; intrenched in their convictions, representing their moral sentiments, and challenging their respect and support—and *it will be enforced.*"

INDIANA.

Hon. Milton B. Hopkins, Superintendent of Public Instruction of Indiana in his report for 1872, says:

"To reach these absentees, together with a large number of truants and vagrants, and bring them within the elevating and refining influence of our schools we have remaining one means, and only one—A COMPULSORY LAW. I am apprised that this word compulsory, as applied to education, grates harsh

ly upon an American ear. Numerous objections are earnestly urged against it. It is asked; "Is not compulsory education incompatible with the parental and filial relations? Does not such a law interfere with the prerogatives and duties of a parent toward his child? Is there not a holy of holies within the family circle which civil authority should not enter under any pretense?" The shoes should be taken from our feet; for we are about to tread on sacred ground. Rights more precious than life belong to children. Protection, food, raiment, and an *education are inherent* rights of every child. To furnish these is the highest obligation of the parent, from which inability alone can excuse. It is no discretionary power conferred. It is a weighty obligation imposed.

"Puffendorf has well deposed upon this subject: 'It is not easy to imagine or allow that a parent has conferred any considerable benefit upon his child by bringing him into the world, if he afterwards entirely neglects his *culture* and *education*, and suffers him to grow up like a mere beast, to lead a life useless to others and shameful to himself.'

"Kent says: 'A parent who sends his son into the world *uneducated* and without skill in any art or science, does a great injury to mankind as well as to his own family, for he defrauds the community of a useful citizen and bequeathes to it a nuisance.'

"Walker, in his *American Law*, also says: 'There can be no doubt but this is a duty of the *highest moral obligation*. And he would be an unnatural parent that should be false to it, having the ability to perform it.'

"Shall this obligation be made a *legal* duty? This question is assuming greater importance every year. It is pressing itself more closely upon the attention of the legislatures of the different states. A few have responded affirmatively; others hesitate. Indiana cannot remain silent much longer. Some moral obligations are enforced by legal sanctions, while others are not. Six of the ten moral commandments, written on tables of stone, are enforced by legal penalties in our own state; four are left with the conscience. The reason of the distinction is that when little or no public inconvenience results from the neglect of the moral obligation, the civil state will not interfere and demand obedience. The State will not interfere simply for the sake of moral obligation; but when its neglect or violation becomes the cause of great injuries and oppressive burdens to her, she will interfere for *her own sake*. It is both the right and the duty of the state to protect herself from serious mischief, and to do it by striking at the cause itself.

"Some of the most distinguished in the legal profession, and eminent educators, have fully endorsed this position. Blackstone says: 'Yet the municipal laws of most countries seem to be deficient in this point, by not constraining the parent to bestow a proper education upon his children. Perhaps they thought it punishment enough to leave the parent who neglects the instruction of his family to labor under those griefs and inconveniences which his family, so uninstructed, will be sure to bring upon him. Our laws, through their *defects* in this *particular cannot be denied*, have in one instance made wise provision for breeding up the rising generation.' He refers to the children of the very poor that are apprenticed by public law.

"Reeve, in his work on the domestic relations, says, speaking of compulsory education in reference to the poor: 'This law has by some been branded as tyrannical, and as an infringement of parental rights. It is not the object of this work to enter into any defense of any particular law, but I have no doubt that this law has produced very astonishing effects; and to this is to be attributed that general knowledge of reading and writing so observable among the people of this state. For twenty-seven years of my life I was in the practice of law. During this period, in all the business which I transacted, I never found but one person that could not write and was obliged to make his mark.'"

KANSAS.

Hon. H. D. McCarty, State Superintendent of Public Instruction of the State of Kansas, in his Annual Report for 1871, says:

"For the safety of our common country; for the sake of our free institutions; for the well being and happiness of society, and for the salvation of our youth, there should be a law enacted requiring the education of every child. The people of the State expect it. Society demands it. The children of neglect and poverty, with outstretched arms and tearful eyes, plead for it. Shall the ears of our legislators be closed against these expectations, demands and entreaties? Shall the people be disappointed? Shall society continue to writhe under the curse of ignorance, and suffer gaunt poverty, and shame and villainy, unchecked, to stalk through the land, while licentiousness, concupiscence and debauchery only give place to open insult, violence and murder? Shall these children of neglect and poverty, for the want of an education, be forced into lives of wretchedness, shame and crime? Every ennobling, pure and holy sentiment of the heart of patriot, statesman and philanthropist revolts at the idea of such a deplorable state of affairs. And yet, is it not true? Whence comes the criminal, the highway robber, the burglar and the midnight assassin? The State must look after those hot-beds of treason, infamy and depredation, and check their growth. These children of misfortune must be schooled in youth, and taught the true objects and higher aims of life. Their hearts, affections and desires must be cultivated; honesty, frugality and temperance must be inculcated, and love of order, good government and rightful authority instilled into their whole being. They must be taught the use of the implements of industry, and that labor is honorable, that skill is profitable, and that diligence is the sure road to preferment, prosperity and happiness.

"A law compelling the daily attendance at school of every healthy boy and girl, for at least four months in the year, between the ages of seven and sixteen years, would have a most salutary effect. It is not only the imperative duty of the State to provide a full and free education, but to see that every son and daughter receive the benefit of that education. Then, and not till then, will pauperism and crime, penury and want, social discord and public strife, political perfidy and official corruption cease to distress the land."

KENTUCKY.

Hon. Z. F. Smith, Superintendent of Public Instruction of Kentucky, in his annual report of 1871, says:

"I have been somewhat surprised—I cannot say disagreeably—to find the sentiment in favor of a law of compulsory attendance of children upon the schools imposed in some form so general. I have thought the time premature, if it should ever come in our democratic country, to agitate this question, and have, therefore, ignored it so far as to consign it among the problems of the future. Public sentiment may be riper and more practical on the subject than I am aware of, and I allude to it here more in the spirit of venture and curious inquiry than to give any defined views upon the policy. Certainly, if a well prepared and conservative law compelling all parents to send their children to school, between the ages of seven and fourteen, as long as the free schools were open and accessible, were practicable to be enforced among our population, it would work great results towards diffusing and universalizing education among the masses. But our people are too impatient of the restraints of law to render such an one operative, unless it is supported by a strong approving public sentiment. Otherwise, it would be a dead letter, as many laws of our commonwealth now are. Let us have the discussion of its merits, and the expression of a ripe public sentiment, before we venture on new and untried experiments.

"But this same question has awakened inquiry, and is being agitated in other states. The policy has been fully tested in European countries, and to the great satisfaction of the friends of popular education there. It may seem somewhat harsh to enforce a law compelling parents to send their children to school. But it must be remembered that other parties have vested rights involved in the growing generations besides the parents. The children are most vitally interested, and the government to a large extent, as well as society. For the parent to neglect this fiduciary duty is a great wrong to all these, and a wrong *per se*. If the parent wishes to do right, and educate his child, the law is no terror to him. It only proposes to make the wrong-disposed do right. It is a restraint only only on the wrong intent."

LOUISIANA.

Hon. Thos. Conway, State Superintendent of Public Education of the State of Louisiana, in his report for the year 1871, says:

"How far or on what principle a parent is legally justifiable in withholding from his child the training and culture necessary to develop his higher nature, has not in this state been determined. Legal enactments, in lands whose claims to enlightenment are not so lofty as our own, make it a criminal offense. To maim the mind, to cripple the intellect, and to indurate those sensibilities which, when attuned by education, utter the grandest music of the

soul, is elsewhere deemed at least as cruel as to maim the body. Dwarfed minds and imbruted hearts are considered as calamitous to a nation as deformed bodies, and the strong arm of law is extended to arrest and strike down the hand which should attempt to inflict such wrong upon the state. It is not a question of the parent's control of his child, but of the duty of a state to secure the prerequisites of intelligent citizenship to those who are to become its strength or its weakness.

"If socially no one may come between a parent's right and a child's duty, politically, no one, whatever his relation, may come between the state and its subjects. The parent and the child are alike subjects of the state, and the authority which legislates for the protection of the one is bound to do so for the protection of the other. If the law protects the parent's arm, it should protect the child's mind. If its strong arm would fall with sternest force on one who should condemn to barrenness the father's field, it should descend with equal strength on him who would consign to ignorance the mind of his child, stripping it of power, and converting its beauty into desolation."

MAINE.

Hon. Warren Johnson, State Superintendent of Common Schools of the State of Maine, in his Annual Report for 1871, says:

"COMPULSORY ATTENDANCE.—I have in previous reports urged the importance of *securing* the education of all the youth of the State. I have gone further than this, and affirmed the *right* and *duty* of the people of the State through their highest form of organization, the Legislature, to insure this result by pertinent and stringent enactments. I have based my argument upon the following points: 1st. The self duty on the part of the State to health, growth, progress, prosperity. 2d. The obligation of the State to the tax payer—the contract being that the former agrees to return educated citizens for the pecuniary consideration paid by the latter. 3d. The duty of the State to her youth, all of whom are necessarily under the bondage of their own inexperience and want of wisdom, and many of them in physical servitude to thoughtless and ignorant parents. The first announcement to the public of compulsory school attendance, excited a momentary feeling of repugnant opposition. This was very natural, as seeming to be an invasion of the immunities and sacred privileges of the family, and as being inconsistent with the established ideas of republican institutions. This first flush of thought, however, has died away largely before the second and sober convictions that prevention is better than the pestilence, knowledge better than ignorance, the school house a better institution than the jail, skilled, intelligent labor, more productive than mere brute force,—that the glory and destiny of the State are dependent upon the intellectual and moral development of the rising generations. Various other considerations are leading our people to the conclusion that every capable child in the State must be educated so as to fulfill at least the ordinary duties of citizenship. Other States are moving in the same direction. Maine has nearly 20,000 illiterates; the records of the past year

show about that number of truants. The whole number of illiterates in the United States exceeds 6,000,000, or quite one-seventh of the population; while the balance of power at the last presidential election was entirely in the hands of voters who could not read the ballot deposited in the box by their own easy will. Necessarily, therefore, all the States must sooner or later turn their most thoughtful attention this matter. Will it not be better and easier for Maine to express her determination *now*, than hereafter, when her population shall be largely increased, especially in manufacturing centers, by the influx of a foreign and strange element?"

MARYLAND.

The school system of Maryland contains compulsory enactments. Rev. Dr. Bokkelen, Superintendent of Public Instruction, says, in his report of 1865:

"The design is to compel parents to send their children to school, and to prevent manufacturers from employing children who cannot read and write, unless they provide facilities for some moderate degree of instruction. It is only simple justice to those who are taxed to build school-houses and pay teachers that the benefit designed to be secured should reach its object. The child must be sent to school. This is the duty of parents and guardians but if they fail, it becomes the duty of the state. The law intimates no interference with parental rights. It guards the rights of the child when the parent neglects them."

The compulsory features of this law cannot have made much of an impression, for M. A. Newell, Esq., President of the Board of Education for that state, says, in his annual report for 1872, after discussing the subject of school statistics:

"Even if it should turn out to be as serious a business as we fear it is, we are not prepared to advocate a 'compulsory law,' though the current of opinion among philosophical educators seems to set in that direction just now. We have not yet done what we could to make schools attractive, interesting and useful; and until that is done, we believe that it is not prudent to use force. We would rather draw than drive; we would rather allure than compel. We do not deny the abstract right of a state to force a certain amount of intellectual food upon an unwilling stomach; but we hold that the first duty is to provide good food, and to create a healthy, natural appetite, which will render force unnecessary. Nevertheless, it is probable that, at least in Baltimore and some of the other cities and larger towns, some additional legislation is needed to provide the elements of education for 'idle, truant and neglected children.'"

MASSACHUSETTS.

The Board of Education of the State of Massachusetts, in their annual report for 1872, use the following language:

"3. Another improvement of vital importance is that which has for its object the securing of a more complete attendance at school of the children of school-age. For some years apparently not much progress has been made in that direction. Of what avail is it to build and equip commodious school-houses and employ accomplished teachers, if the children, through inability or perverseness, on their own part, or on the part of their parents and guardians, are prevented from attending the schools? The requirement of the law that every town and city shall maintain schools enough for all their children, for the period of six months in each year, certainly implies the obligation on the part of parents to send their children to school for the same period; for on no other ground could the legal requirement be justified. But it is quite certain that in practice we fall far below this standard.

"There are two ways in which this improvement might be promoted. The one is, a more stringent system of compulsion, with the necessary agencies for its efficient administration. For want of such agencies the existing compulsory provisions are not carried into effect. Towns are required to appoint truant officers, but as there is no penalty annexed, the requirement is largely ignored. Besides, the towns and cities generally have no proper school or place of confinement and instruction to which they can send delinquents, as required by the statutes in case of conviction. The Board would therefore recommend that immediate steps be taken by the legislature to provide such schools or institutions in the localities where they may be needed. A revision and extension of the acts respecting compulsory education have been in former reports of the board recommended, and the recommendation is again renewed. The other mode referred to, of promoting the school attendance, has regard to the employment of an additional force of moral agencies."

John M. Brewster, School Superintendent of Pittsfield, Mass., in his communication to the secretary of the board, contained in the above report, says:

"PITTSFIELD.—Attendance at school, by the present law, is rendered compulsory for three months in each year for every child between the ages of eight and fourteen years, six weeks of which time shall be consecutive, with penalties for disobedience, except in certain special cases, while at the same time, the towns are required to maintain their schools at least six months in the year.

"Would it not be right and just to change the statute so as to require attendance for the whole period during which schools are required to be maintained, believing attendance upon the schools should be compulsory for the

child, for the same period in which the maintenance of the schools is compulsory for the tax payers? It is in the virtuous intelligence of the citizen that the prosperity and security of the community rests. The rightfulness, then, of compulsory education cannot but be admitted. Did there not exist in almost every community a large and growing class of persons, not only ignorant themselves, but too willing to keep their children in ignorance, there would be no necessity, perhaps, of enforcing this right.

"Persistent irregularity in attendance is an injustice to the teacher, a positive injury to the school, as well as to the pupil; it shows inexcusable neglect on the part of parents, and a disregard to cultivate in their child habits of punctuality; it tramples on the rights of school officers, who have a demand on the pupil's regular attendance, if that pupil is a member of the school at all. If the parent has any interest in the welfare of his child, any desire for his intellectual progress, any wish that he may become prompt and regular, it is hoped he will look thoroughly to this matter of irregular attendance at school and improve thereby.

"Compulsory Education among different European Nations.—An Italian journal, "L'Eco d'Italia," contains some interesting reports as to the educational conditions of different European nations. In Saxony, it is compulsory; all the inhabitants of the kingdom can read and write, and every child attends school. In Switzerland all can read and write, and have a good primary education. Education is obligatory, and greater efforts, in proportion to its means, are made to impart primary instruction than in any other European nation. In all the smaller states of North Germany education is compulsory and all the children attend school. In Denmark the same is true. All the Danes, with few exceptions, can read, write and keep accounts. The children all attend school until the age of fourteen.

"In Prussia almost all the children attend school regularly, except in some of the eastern districts. An officer who had charge of the military education of the Landwehr, in twelve years had only met with three young soldiers who could neither read nor write. An inquiry having been instituted, it was found that these three were the children of sailors, who had been born on the river and had never settled in any place. Instruction is obligatory.

In Sweden the proportion of the inhabitants who can neither read or write is one in a thousand. Instruction obligatory.

"In Baden every child receives instruction; and in Wurtemberg there is not a peasant, or a girl of the lowest class, or a servant in an inn, who cannot read, write and account correctly. Every child goes to school, instruction being obligatory.

"In Holland public assistance is taken away from every indigent family that neglects to send its children to school. It is estimated that the number of illiterate is three per cent.

"In Norway, almost all the Norwegians can read, write and account passably well. Instruction obligatory.

"In Bavaria, among one hundred conscripts, but seven whose education was incomplete or entirely wanting were found. Instruction also obligatory.

"France, with its twenty-three illiterate conscripts in a hundred, occupies the twelfth class. It is followed by Belgium, Italy, Austria, Greece, Spain, Portugal, Moldo-Wallachi, Russia and Turkey, in the order named. In Italy, however, the conditions vary much according to the province."

Hon. John D. P. Philbrick, in the same report, makes the following statement respecting the workings of the truancy law in Boston.

"Our truant officers are expected to look after all children not attending school, who are found in the streets without any lawful occupation. From their reports, and from information derived from other sources, I had good reason for believing that they are faithful and efficient in the performance of their duty. But as I occasionally hear it said in educational speeches, or read in some newspaper communication, that there are several thousand—from ten to fifteen thousand, I think, is the number named!—vagrant urchins in the streets, growing up in ignorance, idleness and vice, I thought I would try to find where they were. Accordingly, a week or two ago, on a bright and sunny morning, taking care not to select a holiday, I set out on a voyage of discovery. I went to all the railroad stations, I drove round the marginal streets, scanning the wharves and alley-ways, keeping a sharp lookout for boys and girls of school-age. The result of this perambulatory expedition, which occupied two or three hours, was quite extraordinary in respect to the smallness of the number of children of school-age that were found at all. Every-one found was stopped and his case inquired into. The whole number found was hardly more than could be counted on one's fingers, and among them there was only one who had not a good reason for being out of school. This was a truant, who had slipped through the fingers of his teacher and escaped the vigilance of the truant officer. The next day being fine, I continued the survey, going through nearly all the streets of a densely populated section of the city. The result was about the same as that of the preceding day. The few children found, with one exception, gave good reasons for their absence from school. He was a licensed newsboy, and was generally found in school. A similar district in another part of the city was inspected on the third day. It was the same thing over again. I propose to repeat this survey of the streets when the spring opens. In my last report I presented a tabulated report of the doings of the truant officers during the past ten years. That report affords strong evidence of the activity of those officers, and it is no doubt largely owing to their labors that so few absentees are found in our streets."

MICHIGAN.

Hon. Oramel Hosford, Superintendent of Public Instruction of the State of Michigan, in his annual report of 1872, says:

"Notwithstanding the fact that the schools were all made free, and books furnished to those unable to purchase them, yet there were those in almost

every neighborhood, so indifferent to the well-being of their children, that they would make no effort to avail themselves of the privileges offered to secure for them a good education without cost; and thousands of children were allowed to run the streets without occupation, growing up in stupid ignorance.

"Many tax payers complained of this state of things. They were taxed, they said, to pay for the school houses and to sustain the schools, to educate the children. It was claimed that the good of the state demanded the education of all the people. They admitted the claim and most willingly paid their proportion of the tax, although they had no children to educate. The school houses were built, and the schools were opened and continued, term after term, and yet many children were found in the streets, never going near the school.

"The demand was made that either the law making the schools free should be repealed, or the children should be compelled to attend them. The demand was felt to be a just one, and the law was passed, "That every parent, guardian, or other person in the state of Michigan, having control and charge of any child or children, between the ages of eight and fourteen years, shall be required to send any such child, or children, to a public school, for a period of at least twelve weeks in each school year, at least six weeks of which shall be consecutive, unless such child or children are excused from such attendance by the board of the school district in which such parents or guardians reside, upon its being shown to their satisfaction that his bodily or mental condition has been such as to prevent his attendance at school, or application to study for the period required, or that such child or children are taught in a private school or at home, in such branches as are usually taught in primary schools, or have already acquired the ordinary branches of learning taught in public school."

"The moral effect of this law was very manifest. Many children found their way to the school room, not waiting to be compelled to attend by the force of the law. The final results can only be determined by the faithfulness with which the law is executed. The law is sufficiently exacting to meet all cases; and if there is any failure, it must be in its vigorous execution. Some, in attempting to enforce the law, meet with this difficulty: parents are not only willing, but anxious to send their children to school, and do so; but the boys, particularly, are disposed to truancy, and the parents having little control over them, it is very difficult to keep them in school, and the question is asked, 'Cannot the compulsory law be supplemented with a law for incorrigible truancy?'"

"The "National Normal" for November, 1873, in commenting upon that part of the report bearing upon compulsory education, uses the following language:

"Here now is an opportunity for those conscientious seekers after knowledge in this direction. A compulsory law having been enacted in 1871, a full year has now been given in which to try the virtues of this widely recom-

mended educational panacea. In 1870 the enrollment was 72½ per cent. of the enumeration; in 1871 *seventy-six and one-half* per cent. This increase was before the compulsory law took effect, that is, an increase of *four* per cent. was accomplished *without* that instrument. Now the per cent. is reported 78; that is, an increase of *one and a half* per cent. with a compulsory law. It appears then that in Michigan instead of being helpful, compulsory legislation has been hurtful. This is the more apparent when we consider that Superintendent Hosford (An. Rep., p. 146) states that his 'belief, from a survey of the whole field is, that the county superintendency has had as much to do with this increase as any other agency.' But the question is, has it been enforced? Let us look through the reports of the county superintendents and see. Barry says *nothing*. Bay says, 'Those who have had a chance to observe, know that this law has borne some (*though very few*) fruits.' Benzie says *nothing*. Berrien says, "A large majority of the districts pay no attention to it whatever." Calhoun says *nothing*. Cass says, 'It is feared that our compulsory law is not enforced to the extent desired.' Charlevoix says *nothing*. Clinton *nothing*. Eaton *nothing*. Grand Traverse *nothing*. Gratiot *nothing*. Hillsdale *nothing*. Houghton *nothing*. Ingham *nothing*. Isabella *nothing*. So Huron, Jackson, Kalamazoo, Kent, Lapeer and Lelanaw. Lenawee says, 'The compulsory act is a dead letter, and I find no one enforcing it or even paying it any attention further than to post the annual notices, and I cannot say that that has been done in all of the districts.' This is one of the best counties, educationally, in the state. Macomb says, 'There are no prosecutions, though many violations, and when prosecutions are threatened it is made or understood to be a personal quarrel.' Manistee says *nothing*. So Mason, Mecosta, Midland and Monroe. Montcalm says, 'The compulsory law seems to be a failure.' Oceana says *nothing*. So Ottawa. Saginaw says, 'It is a dead letter.' Sanilac, Shiawassee, St. Clair, Tuscola and Van Buren *nothing*. So out of this whole list there is one who ventures to assert that the law has borne some, though very few fruits. The others declare it a dead letter or say nothing which is the same thing. We hope those who quote foreign statistics will remember these home figures. It is something more than amusing to read in the Indiana report, and so in a majority of the reports, very full quotations from foreign school systems upon this subject, while it is true that, if the authors of these reports would, instead of copying what some one else has said about other countries, go into a little original investigation of the workings of the law in their own country, they would obtain the only facts that have the least bearing upon the subject—facts, too, that are sufficient in number and clearly decisive."

MINNESOTA.

Hon. H. B. Wilson, Superintendent of Public Instruction for the state of Minnesota, says, in his annual report for 1872:

"Obligatory education is a subject which is undergoing agitation among educators in every educational convention, every school report, and every ed-

educational journal and magazine in our country. However men may differ in opinion as to the best plan of preventing absenteeism, or reclaiming truants, all are impressed with the necessity of some measure to cure this almost universal evil. The most distinguished educators in our own country differ upon the question of compulsory education. Among those favoring it may be cited Newton Bateman, of Illinois, and Birdsey G. Northrop, of Connecticut. Of those opposed, the most distinguished is that of Superintendent John Wick-ersham, of Pennsylvania. These are all able men, good thinkers, and of very large experience. 'When doctors disagree, who shall decide?' Laws compelling attendance at school, of children between certain ages, have been adopted in Michigan, New Hampshire, Texas and California; and laws regulating the school attendance of children of certain ages, who are employed in manufactories, have been enacted in Massachusetts and Connecticut. It is believed these laws work well, are sustained and give satisfaction. In many of the European states, compulsory education laws are adopted and enforced. The fact that compulsion works well under a monarchical government is no evidence that it is adapted to a government where all power is derived from the consent of the governed. If the principle be a true one, that we so often hear reiterated, that the safety and preservation of a republican form of government lie in the virtue and intelligence of the people; and if the principle be a true one, that the power of the government can come into the home of the citizen and take thence the father, son, husband and brother, in order to preserve that government when in danger or peril, the same power can come into the family circle and force the citizen to educate his children in order that they may become qualified to exercise the rights and privileges conferred upon them by the state, and that they may be better able to preserve and defend the state when assailed by either foreign or domestic foes."

MISSISSIPPI.

Hon. H. R. Pease, Superintendent of Public Instruction for the State of Mississippi, in his annual report for 1872, says, in the conclusion of an able discussion of the subject:

"A compulsory law is not only just and feasible, and required by the highest considerations of public policy, but it is made the duty of the legislature, by the terms of the constitution, to see that every educable youth is provided with suitable facilities for elementary instruction."

NEW HAMPSHIRE.

Hon. J. W. Simonds, Superintendent of Public Instruction for the State of New Hampshire, in his annual report for 1872-3, thus speaks of the effect of the compulsory law now in operation in that state:

"A commendable effort has been made to enforce the law in the cities,

especially Manchester and several of the large manufacturing villages. In many towns there has been no occasion for its enforcement, as every child that is physically able will attend school. The matter is receiving attention, and I think the effect of the law will show a good result by comparing the statistics of the non-attendance of the present with the past year."

NEW JERSEY.

Hon. Ellis A. Apgar, Superintendent of Public Instruction for the State of New Jersey, says in his Annual Report for 1871:

"Although the total attendance is satisfactory, the irregularity of attendance must be considered a great and alarming evil. Our free school law requires the schools to be kept open at least nine months during the year, but if thirty-nine per cent., or more than one-third of the total attendance during those nine months is in school less than four months, it is evident that we are not securing all the good we should from our school system. But few of our children are growing up in absolute ignorance in consequence of non-attendance, but the majority of them are evidently not receiving all the education they should because of irregular attendance. The time will undoubtedly come when some legislation will be demanded to cure this radical evil in the workings of our school system. We have passed a free school law which imposes and compels the payment of a tax sufficient to keep the schools open three-fourths of the time, and I deem it due to the tax-payer that by further enactment, a full attendance of the children should be secured during that time. It is of but little importance that the schools are required to be kept open a prescribed length of time if the children attend but a small fraction of that time."

NEW YORK.

Hon. Abram Weaver, Superintendent of Public Instruction, of the State of New York, in his annual report for 1871, says:

"Compulsory attendance is not a new expedient in education, although it has never been fully resorted to in any of the United States. The most stringent regulations of the kind, in this country, are those embraced in the laws of our own, and of some other States, relative to idle and truant children, and which authorize their arrest, and commitment to places of employment and instruction. Our own statute of 1853, upon this subject, is limited to cities and incorporated villages; but it is not enforced, and it is said that similar laws are not generally executed in the other States.

In many of the European States, obligatory attendance is an old rule, and, in some of them, a rigid one. It has been most thoroughly tested in Norway, Sweden, Denmark, in the greater part of Switzerland, in Prussia where it has been in force for a full century, and in several other German States. It has been attempted at different times in France, where it is said that

"compulsory education is ancient and of noble origin," in Austria, Spain, Portugal, and Italy, but has wholly or partially failed. Even in Prussia, which is commonly cited as a model in this and in other school matters, the well nigh universal education which prevails is not, in my opinion, principally due to the stringency of the law requiring attendance.

Any such law, even when strictly enforced, in itself educates no one in anything except unquestioning obedience to superior power. It is only a police regulation to bring the bodies of children to the school-room, or to punish for their absence; whereas, the real efficiency of a system of education must depend upon what it teaches, not upon the number of its arrests and penalties; upon its adaption to the recognized wants and interests of a people, instead of its power to compel their reluctant acceptance of it; upon its moral strength and influence, rather than physical force.

"The Prussians believe in education with a unanimity and sincerity which compulsory attendance but faintly expresses. They are not only earnest in this sentiment, but are patiently and persistently thorough in the execution of it. They not only propose universal education, but provide for it in a plan that employs every known faculty, and which adopts every discovered improvement. The operation of their school system is not entrusted to undisciplined novices, to be used by them temporarily as a means to their own ulterior interests. Teachers are as thoroughly trained for their vocation, as those who enter the profession of law or the ministry, and are held to a rigid standard of qualification with reference to their natural adaptation to their work, as well as in respect to their learning. Thus prepared, their admission to their profession is a guaranty of superior attainments, and an assurance that they are worthy to become the teachers of the people. In support of all this, public sentiment dignifies the whole enterprise with the highest respectability, and contributes to its service, in teaching and supervision, the best talent of the nation. It is this thoroughness, this completeness, this unyielding pursuit of perfection in the character of the instruction given, that has chiefly done for Prussia the work which so many admire.

This opinion is confirmed by the example of Holland. In a special report, particularly devoted to the subject now under consideration, prepared by direction of the Legislature, and transmitted to that body in 1867, by my predecessor in office, the late Hon. Victor M. Rice, and in connection with an expression of the author's belief 'that in this country education can be universal without being compulsory,' it is stated that in Holland every adult citizen can read and write. Attendance at school has never been enjoined by law, but supervision has been carried to an extent which would hardly be deemed legitimate in the State of New York. Even in a private school, nobody is permitted to teach without having first been examined and licensed by the proper authorities." And further, it is recorded 'that great efforts had been made, in the debates on the clauses of the law, to procure a more decided recognition, by the State, of the principle of compulsory education.

* *. The usual arguments for compulsory education were adduced—that other countries had successfully established—that in China, where it reigns,

all the children can read and write. It was replied that compulsory education was altogether against the habits of the Dutch people.

Here, then, we find two neighboring States, in both of which education is practically universal, but in one of which it is obligatory, and in the other voluntary. If compulsion was calculated to exert a controlling influence in the matter, we might expect to find the distinction plainly illustrated in Switzerland, in all parts of which State attendance is obligatory except in the cantons of Geneva, Switz, Uri and Unterwalden. In Geneva, however, it is authoritatively stated that education is so prevalent that, at times, a native adult who could not read and write could not be found. Thus, experience has demonstrated, that compulsory attendance is neither a certain nor an essential means to universal education.

OHIO.

Hon. Thos. W. Harvey, State Commissioner of Common Schools of the State of Ohio in his Annual Report for 1872, says:

"The influence of our public schools is not so far reaching as could be desired—not from any radical defect in the system, but from the inadequacy of the means and agencies provided for its administration. Truancy and absenteeism are evils for the cure or prevention of which no laws have been enacted. Attendance at school is entirely optional. Children unable to read or write may be employed on the farm, or in mine, workshop, or factory. The State does not interpose to protect them against the avarice of thoughtless parents or the rapacity of employers. There is, however, a growing sentiment in favor of stringent laws against truancy and the employment of illiterate youth in industries of any kind, when such employment is a virtual denial of school privileges. Our people desire to see the results of compulsory laws, although it is questionable whether they are ready to sanction their enactment.

PENNSYLVANIA.

Hon. J. P. Wickersham, Superintendent of Common Schools of the Commonwealth of Pennsylvania, in his annual report of 1871, says:

"To remedy the evil of non-attendance, many persons advocate the enactment of a law compelling children between certain ages to attend school for a certain number of months each year. Such laws, however, have not proven very effective in the countries and states where they are now in force. Prussia has such a law, but the school attendance in Prussia does not embrace a greater percentage of the school-going population than it does in other European countries that have no compulsory law. It is even doubtful whether the percentage of attendance is greater in Prussia than it is in Pennsylvania. *Massachusetts has had* on her statute books, for years, very rigid laws en-

forcing attendance at her public schools; how effective they are will be shown from the following statements taken from the last report of the Board of Education.

“‘In that report, page 102, it is stated that the ‘ratio of mean average attendance for the year to the whole number of persons between five and fifteen is .74.’ We have no means of determining how many persons there are in Pennsylvania between the ages of five and fifteen, nor how many between those ages attend our schools, as our school statistics are compiled in a different way from that in which they are compiled in Massachusetts; but from the best estimates that can be made, attendance at school seems to be about as good here as there.

“‘Abner J. Phipps, Esq., the agent of the Board of Education, says: ‘It is a mournful thought that notwithstanding the very large amount expended for the maintenance of the public schools of our state, so large a proportion of children of school age fail to reap the advantage of this, and grow up in comparative ignorance. It is true we have a compulsory law with sufficient penalties, if it were enforced, but in many towns it is not only not enforced, but no disposition to enforce it is shown.’

“‘Hon. Joseph White, Secretary of the Board of Education, declares, with reference to their compulsory law and the practice under it, that ‘It is the weakest and least defensible part of our school system.’

“‘And Gen. H. K. Oliver, the state constable, one of whose duties it is to see that the state laws concerning education are enforced, puts the case still stronger. The italics are his own. He says: ‘Now, we know, indeed, that there is a compulsory statute of the commonwealth in relation to the schooling of its children, but like a great many other statutes on the books, it is paralytic, effete, dead—killed by sheer neglect. It was never enforced, and never supposed to be anybody’s duty to enforce it. In fact, we are inclined to believe that it is not generally known that such a law was ever enacted. *Nobody looks after it, neither town authorities, nor school committees, nor local police, and large cities and many of the towns of the state are swarming with unschooled children, vagabondizing about the streets and growing up in ignorance and a heritage of sin. The mills all over the state, the shops in city and town, are full of children deprived of the right to such education as will fit them for the possibilities of their after life.* Nobody thinks of either enforcement or obedience in the matter, so that between those who are ignorant of the provision and those that care for none of these things, thousands of the poor younglings of the state, with all her educational boasting, stand precious small chance of getting even the baldest elements of education.’

“Waiving all question, then, as to whether a law compelling children to attend school is in consonance with the spirit of our free institutions, and whether the indisposition in this country to enforce such a law does not arise from the fact, the experience of Massachusetts teaches us that we in Pennsylvania must look in some other direction than in that of a compulsory law to find the remedy we are seeking for the evil of non attendance at school.

“After having carefully considered this delicate and difficult subject, I have about reached the conclusion that we must first do what remains to be done

in the way of providing good school grounds, good school houses and good teachers for our children, and we have yet much to do in this direction, and then supplement our present voluntary system by enactments, as follows:

"1. A judicious truant law.

"2. A judicious law preventing the employment of children in mines, manufactories, &c., without some provision for their education.

"3. A law authorizing boards of directors in cities and large towns to appoint and pay, when needed, a *school missionary*, to visit the parents of children not in school or attending irregularly, and endeavor to secure their attendance.

"4. A law legalizing, if not requiring, the establishment of a home for friendless or neglected children in every county in the Commonwealth, and giving the boards of directors of the several school districts power to send to these institutions such children as the safety of Society might justify being disposed of in that way. These homes should be established, supported and managed by the same authorities that have the care of the almshouses, aided perhaps, at first, by appropriations from the State. They should provide maintenance and clothing, as well as instruction for the children. They train the children up to habits of industry, and whenever suitable opportunities presented themselves, they should place them in good families or where they could learn a useful trade.

A compulsory law, even if fully enforced, cannot bring into the schools children suffering for want of food, clothing or shelter, children who must work or steal in order to live, children who have no parents or friends to care for them; and a large proportion of those growing up in entire ignorance are of this class. The county home is just the place for them, and tens of thousands might by its means be plucked like "brands from the burning," and made good members of society. I have almost unbounded faith in the effect of good influences upon the character of the young. I believe most firmly that if all the ignorant, vicious boys and girls in Pennsylvania, could at once be brought into properly managed homes of the kind just spoken of, *nineteen out of every twenty* could be made good men and good women—good members of society. If society is ever reformed, it will be done in this way. If the evils we complain of and suffer under, are ever removed, rooted out, it will be effected by the right education of the young.

It is in favor, also, of the plan proposed, that it does not disturb the sacredness of the family—a matter so dear to the Anglo Saxon race. The State would not be called upon to over-rule or break down parental authority, but merely step in to take the parents' place where children either have no parents or none that cared for them."

RHODE ISLAND.

Hon. Thomas W. Bicknell, Commissioner of Public Schools of the State of Rhode Island, in his report of 1872, says:

"There are in Rhode Island to-day four thousand children of school age,

who do not attend any school, and have no means of instruction. Some of these are in the shops, mills and factories, many of them are in the streets. To secure their education is the duty, first of the individual; when neglected by him, it certainly falls upon the State to demand it, even by the first law of existence, namely, that of self-preservation. The annual message of the Governor calls the attention of the General Assembly to this important measure, and it is to be hoped and expected that a Joint Committee will make all necessary inquiry into the extent of the evil of youthful illiteracy and crime, and when once the magnitude of the evils is shown, the State will soon institute measures for its speedy removal."

TEXAS.

Hon. J. C. De Gress, Superintendent of Public Instruction of the State of Texas, in his annual report for 1872, says:

"Of the compulsory features of our law I can say but little. The full returns of non attendance are not yet made, and it is entirely too early to speak of the effect of the law as carried out. There is a marked tendency throughout the Union towards making the compulsory feature an accompaniment of every school law, the evil of absenteeism plainly leading to inculcation of many vices in the character of youth, through the lack of beneficial restraints of the discipline of the school room, or the absence of the moral balance of intelligence. I still hold to the opinion that the wisdom of republican government should enforce an intelligence amongst those in whom all power is centered, the people, and I believe that the later day intelligence will sanction this means used for prevention of crime, with the equal force with which it sanctions the power used in punishing crime. Laws enforce taxation as a tribute to the general welfare in supporting the powers and branches of government. Why may not the law enforce an attention to that need of education that equally underlies the foundation of our success as a government? Without taxation the material parts of the government machinery would be wanting; without education the material and vitalizing force would be lacking; and in either is foreseen a state of affairs akin to the reign of communism that affrighted a people with its red-handed career and caused brave men and wise statesmen to tremble at the furies let loose, sporting the hideous masks of ignorance."

WISCONSIN.

Successive superintendents of public instruction, in their annual reports, have called attention to the fact that several thousand children are reported as not having attended any school, public or private, during the year. Some of the later incumbents have evidently favored compulsory legislation, but have made no special recommendations to the legislature upon the subject.

Gov. Fairchild, in two of his messages, strenuously urged the enactment of compulsory measures. Our chief educators have been divided in opinion upon the question.

CONCLUSION.

The United States census of 1870 reveals the startling fact that out of a population of 28,238,945 ten years old and upward, 5,658,144 persons ten years old and upward were illiterate—17 per cent. of the adult males of the country.

From the facts and opinions given in the preceding pages, it will be seen,

1. That crime increases in the ratio of ignorance; that the entirely uneducated man is *nine* times as likely to be a criminal as the average of men who have been taught, and more than *one hundred* times as likely to become a criminal as he who has been thoroughly educated.

2. That those who constitute the ignorant and criminal classes of society will *not* educate their children and must therefore be *compelled* to do so.

3. That in European countries where a compulsory system is in force, the people find no fault with it, but cheerfully comply with its requisitions, and are in the main *unconscious* of the pressure which it exerts.

4. That in those countries where such a system exists the people are superior in intelligence, prowess and prosperity, to neighboring countries, where no such system prevails. Holland which has been cited to prove the opposite of this position has practically a compulsory law. (Vide quotation from Hon. B. G. Northrop's report.)

5. That many distinguished educators and statesmen abroad and at home, who were formerly opposed to sumptuary laws on education, have become convinced of the desirability of such laws, upon seeing their actual working and now are warm advocates of compulsion.

6. That the prevailing sentiment among the leading educators of our own country is that compulsory education is legal and necessary,—that each child has a right to an education, which no parent can lawfully deny—that the state should maintain that right by positive enactment, that our whole school system is compulsory. *So far as the raising of taxes, the prescribing of the duties of*

officers, etc., is concerned, and therefore attendance should be made compulsory.

7. That in the discussion of the subject the two questions of "compulsory attendance upon the public schools," and "compulsory education," are often confounded together. Many who are in favor of the latter, object to the former.

8. That it is yet too early to form a correct judgment concerning the workings of compulsory laws in the States which have adopted them, but that the weight of testimony thus far is in favor of such laws.

9. That prominent educators who hesitate in sanctioning compulsory education fully, yet recommend the passage of stringent truancy laws, which are half-way compulsory measures.

10. That all are in favor of making for public schools more attractive and efficient.

In my last Annual Report, after giving my view upon the legal *status* of the question, I stated that—

"The practicability of such compulsory law is another thing. Several of the states have such a law upon their statute books, but as far as I can ascertain the results are not what the friends of the measure could desire. Owing to the want of a right public sentiment the law is a dead letter, or else its execution is such a disagreeable duty that it is quietly omitted. I do not think that the sentiment is ripe enough in this state for a trial of the experiment on so large a scale as in Massachusetts, Michigan, or Texas. The children of the rural districts do not as a rule replenish the ranks of the law breaking classes. They are to be found in school generally some portion of the year. Their education in the technical sense of the term may be very limited, but they are receiving an invaluable training in the formation of habits of industry, economy and self-reliance. The towns and cities are the recruiting places for the idle, the vicious, and the lawless portions of the community. As a tentative measure, I should be heartily in favor of a truancy law, which would be specially applicable to the cities and towns of the state.

"If a compulsory law should be enacted for the whole state, it should provide that the instruction required may be obtained at home, and in private schools as well as in the public schools."

The following law, relating to truant children and absentees from school, was passed by the legislature:

(Chapter 276—General Laws of 1873.)

"SECTION 1. Each of the cities in this state is hereby authorized and empowered to organize and establish truant schools for the instruction and attendance of habitual truants, wandering about in the streets or public places

of any such city, having no lawful occupation or business and not attending school, between the ages of seven and sixteen years; and also to make and enforce all such ordinances, rules and by-laws, respecting such children as shall be deemed most conducive to their welfare and the good order of such city.

"SECTION 2. Any child convicted of being an habitual truant, or of wandering about in the streets or public places of any city, having no lawful occupation or business, and not attending school, between the ages of seven and sixteen years, may, in the discretion of the justice or court having jurisdiction of the case, be committed to any such truant school provided for the purpose under the authority of the next preceding section, for such time, not exceeding two years, as such justice or court may determine. And the police authorities, after such conviction and sentence, are authorized and directed to enforce the daily attendance of such children at the truant school so established; *provided*, they are found wandering in the streets.

"SECTION 3. Such justices of the peace and other judicial officers and courts as have criminal jurisdiction, shall have jurisdiction of all offences under this act, and under the ordinances and by-laws which may be passed or ordained under the authority thereof."

A truancy law to be of practical account should require the attendance of children wandering in the streets, upon schools already established, and not upon truant schools *to be* established. Few, if any, cities in which vagrant children are to be found, will incur the expense of establishing schools specially for that class. Officers also should be appointed to see that the law is enforced.

I have come to the conclusion from a careful investigation of the whole question, and specially in view of the fact that 55,441 persons 10 years old and over, in Wisconsin, are unable to write, and nearly 50,000 are not to be found in any school from year to year, that while the instructional agencies now employed should be developed to the highest degree of efficiency, the legislature should enact a law that every child within the bounds of the state, shall receive, in the public schools or elsewhere, at least the elements of a good common school education.

DOCUMENTS
ACCOMPANYING THE REPORT.

REPORTS OF COUNTY SUPERINTENDENTS.

BUFFALO COUNTY.

L. KESSINGER, SUPERINTENDENT.

By the time the reports of the town clerks should have been in my hands, I received a letter from one of them, stating that he had not received any blanks for the reports of himself and the school district clerks of his town. A similar statement was made to me, verbally, by another clerk.

DISTRIBUTION OF BLANKS.

I think the law or usage according to which the blanks are sent to the town clerks, directly from the office of the state superintendent, is, fundamentally and practically, anomalous, and ought to be changed. It seems to rest upon the supposition that the clerks report directly to the state superintendent, instead of to the county superintendent, as, in fact, they do. According to the present practice the town clerks receive the blanks several weeks before the district clerks have to report, and by the time their own reports should be in the hands of the county superintendents they are, perhaps by himself, reminded that it is too late, and then the county superintendent has to wait. If the blanks should go through the hands of the county superintendent, he would give them to the town clerks just in time, and with a verbal or written request to be prompt. This way of proceeding would also naturally induce the county superintendent to give each town clerk such advice as the case would demand, some clerks needing much, others none or but little. Even as the law now stands, such an arrangement would be no violation of it, as it does not say that the school officers should get their blanks directly. In fact, district clerks do not get

them directly now, and I can see no reason why town clerks should. If I should hold my office for another term, I should very much prefer to have the blanks in question sent to my office for distribution.

Referring to the idea of a meeting of the town clerks in regard to the aforesaid blanks, a proposition I made last year, it is plain that such a meeting would, with the immediate distribution of the papers, be more effective than without it. The project of such a meeting, necessary and beneficial though it is admitted to be, will at present be nothing but a pious wish, the law failing to make an appropriation for that purpose. But I know that I could even without that meeting accomplish most of its purposes, if I had to distribute the blanks.

SCHOOLS, SCHOOL-HOUSES, ETC.

In regard to schools, school-houses and school matters in general, I able to report a steady progress. Three new creditable school-houses have been built; money has been raised in several districts with an intention of building next year; obstacles to improvements have been removed in two instances by dissolving a school district and annexing the parts to adjoining school districts re-forming new districts. My constant attention and perpetual working in such matters have everywhere accomplished at least partial and preliminary results.

THE INSTITUTE.

Much good has been accomplished by the Teachers' Institute conducted by Professor McGregor. The impulse given to the work of the teachers in the schools as well as in self-improvement, can scarcely be estimated. As our schools will never be better than our teachers, the path to their lasting improvement is unmistakably pointed out. Permit me to express my obligation to you for granting the just the time which I demanded for our Institute. It proved to be one of the causes of its success.

COLUMBIA COUNTY.

L. J. BURLINGAME, SUPERINTENDENT.

Columbia county is composed of twenty-one townships, embracing eight hundred square miles, and according to the last census, a total population of twenty-eight thousand eight hundred and two, (28,802), being an increase of four thousand three hundred and fifty-seven (4,357) within the last ten years. There are nine thousand four hundred and sixty-one (9,461) children between the ages of four and twenty, being a decrease of one hundred and eight (108) since last year. This does not include the children of Portage city, who are reported by themselves. The names of about seventy-seven (77) per cent. of the whole number of children of school age, are found upon the teacher's records for the last year. In the county are one hundred and nine (109) entire districts, and eighty-three (83) joint districts, and one hundred and forty-nine (149) school houses. One hundred and seventy-two (172) teachers are required to teach our schools. Two hundred and ninety (290) different teachers have been employed during the year. The schools have been taught on an average of one hundred and thirty (130) days. Average wages for male teachers, \$44.00; average wages for female teachers, \$23.00. There has been paid for teachers wages, \$32,917, being \$1,179 less than we paid out last year.

GRADED SCHOOLS.

We have nine graded schools in this county, which are in the hands of competent instructors, and I think they will compare favorably with any in the state.

EXAMINATIONS.

Sixteen public and five private examinations have been held, at which four hundred and eighty (480) persons applied for certificates. Three hundred and thirty (330) certificates were granted, graded as follows: First grade, 4; Second grade, 12; Third grade, 314. Quite a large share of the summer teachers received limited certificates for six months.

TEACHERS' REPORTS.

I still continue the plan of requiring monthly reports from the teachers; by this means I am furnished with much valuable information in relation to the condition of the schools, not otherwise easily obtained. It has a very salutary effect in promoting thoroughness and system in teaching and government. If frequent visits could be made in every school, there would be no necessity for making reports, unless at the end of the term.

STATISTICS.

My statistical report already forwarded to the department, was very unreliable in many respects. The only way to remedy this evil, which every Superintendent has to contend with, in my opinion, is for the legislature to pay district clerks for their labor, and then compel them to report as they ought.

VISITATIONS.

I have made two visits to each school in the county, with the exception of ten ; four of which were not in session when I called to visit them, making in all, three hundred and thirty-four school visits during the year. It has been my intention to make my school visits thoroughly practical, and to ascertain the true condition and needs of each school. The very short time I possibly could give to each school, on account of the large number to be visited, has, in a great measure, lessened the good which might otherwise have been done. This county, in my opinion, ought to be divided into two Superintendent districts, and I have reported to the county board to that effect.

INSTITUTE.

An Institute was held at Portage City during the first of September, at which nearly ninety members were enrolled. Prof. A. Salisbury conducted it chiefly, fully sustaining his high reputation as an Institute instructor. The institute was in every respect a success, and our teachers have received a lasting good.

NORMAL SCHOOLS.

Six teachers have been nominated for admission into the Nor-

mal Schools. I have continually urged the teachers of this county to attend some of our Normal Schools. I consider them one of the most efficient means attainable for preparing our teachers for their responsible work.

TEACHERS.

We have many good, zealous and energetic teachers who are alive to the responsibilities of their profession, and strive to discharge their duties as becomes intelligent and conscientious instructors, but it cannot be denied that we have too many whose literary attainments and whose skill in the *art* of teaching are quite indifferent ; that we have too many whose efficiency is much impaired in consequence of a slavish use of the text book in hearing recitations ; that we have too many who make little or no use of such aids in teaching as the globe, outline maps, blackboard, etc. Our good teachers, however, outnumber the poor ones, and I hope that the time is not far distant when Columbia County will not have an indifferent, a careless or an indolent teacher in one of her schools.

“Next to the reading of God’s Holy Word, I know of no more Godly purpose that a man goeth about, than the teaching of a School.” These are the words of Roger Ascham, Preceptor of Queen Elizabeth; and three centuries, though they have modified the spelling of the words, have only made the truth more apparent. The dignity and importance of this profession is often undervalued or misunderstood. To the obscure preceptor are due those influences which produced a Shakspeare, and rendered the Queen illustrious. Many a man who has filled a large place in history, received the first impulse from his teachers. No class of persons has a more powerful influence upon our nation of the immediate future. It is questionable whether even the exception in the above quotation should be made. The teacher, five or six hours a day five days in the week, with the advantage of superior age and knowledge, is moulding the impressible minds of youth, and whether he will or not, leaving more or less distinctly, upon all his pupils the impress of his own. Teachers are a power behind the throne of public opinion, by which that throne itself is moved. No trump of fame calls to this field of humble yet effective labor. When some heroic action, some discovery in science, or some deed of patriotic valor is heralded through the land, no one thinks of the

teachers by whom the virtue was encouraged and the industry stimulated by which high attainments become possible. To them, partly is often due the credit of other men's success, as on them partly rests the responsibility of other's failures.

To fit one for this high calling, there is need of the most careful preparation and the most conscientious devotion. Yet numbers are anxious to engage in it, not only without professional training, but almost without any education; and it is surprising to see how low is the popular standard of what should be required of a teacher, and how little the value of the best talent is really appreciated. The average length of time female teachers continue in the business is from four to five years. Seventy-five per cent. of all our teachers are females. Very likely and properly this per cent. will continue to be nearly as large. For reasons beyond the control of society, and higher than human laws, their time of service will, as a rule, continue to be short. But frequent change in the corps of teachers is injurious. There should be a conservative element among them — a class permanently employed. Statistics show that the proportion of young men engaged in teaching is smaller than it was twenty years ago. But there is an army of agents urging upon the public that which is not desirable, and of persons courting success in unproductive employments for which they are not qualified. If the men of talent among these would fit themselves to be teachers, and engage in this noble work, they would become useful members of society, and in elevating humanity, find themselves ennobled and their self respect restored. The policy which has driven young men from this profession is not good. To retain in it, in sufficient numbers, those whose ability may illustrate its capacity for good, requires a change in the popular estimate of its importance.

CONCLUSION.

With sincere thanks to the school department for favors received, to the district boards, teachers and citizens, for their hearty co-operation with us in our official labors, and for their kind hospitalities which we have invariably received, we close, hoping that the coming year may prove equally fruitful in progress with the year which has closed. All of which is respectfully submitted.

DANE COUNTY — FIRST DISTRICT.

W. H. CHANDLER, SUPERINTENDENT.

In forwarding my Annual Report for the year ending September 30, 1873, I take the opportunity of submitting a few statements, specially.

INCORRECT STATISTICS — CHANGES PROPOSED.

The reports of the town clerks have been made more promptly and more accurately than usual, indicating a disposition to comply with the law. But the difficulty in obtaining correct statistics, lies in the inaccurate reports of school district clerks, as a little study of these reports and statistics will show. For instance, the reports relating to the total receipts in the several towns, vary from the total disbursements and money on hand, from \$20 to \$200, while they should balance. The reports from several towns show receipts by some districts from amounts raised by vote at annual town meetings; of course if one district in the town has a revenue from such source, all would have, and one or the other class have made mistake in reporting. In reporting expenditure "for all other purposes," the amounts expended are sometimes hardly adequate for furnishing one or two school houses with wood, while the report shows six or eight thus furnished. The reports, also, concerning receipts from tax levied by county board of supervisors, indicate that district treasurers do not keep their accounts in such manner as to determine the source of revenues, or clerks are not careful in making statements.

In view of these and many like errors, which render the details valueless, it has occurred to me that a little change in the headings of the reports required would help greatly in obtaining more accurate reports. For instance, the following: "Amount on hand at date of last report;" "Amount of County School tax received;" "Amount of State School fund income received;" "Amount received from taxes levied at Annual School meeting;" "Amount received from all other sources." For expenditures: "Amount expended for building and repairing;" "Amount expended for wages of male teachers;" "Amount expended for wages of female teach-

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ers ;" " Amount expended for fuel ;" " Amount expended for library ;" " Amount expended for apparatus, registers, etc. ;" " Amount expended for School House furniture."

In reporting the number of days school has been taught by a qualified teacher, clerks of joint districts have been required to report to the town clerks of all towns in which the district is situated. In a great number of cases the number of days taught in a given town are doubled, trebled, or quadrupled by incorporating all these reports, which cover the same districts, in several cases. To obviate this, district clerks might be required to report "yes" or "no" to the question "Has a school been maintained five or more months?" in all reports, except to the town clerk of the town in which the School House is located.

As at present arranged the blanks furnished district clerks require them to classify as male and female, the attendants upon school of pupils of certain specified ages. This is no light task, and the classification is not required in the County Superintendent's report, and so is unnecessary in the former.

In order to secure accuracy, the statistics required must be as few, distinct, and easily comprehended as possible, and I have ventured the above suggestions, after careful inquiry as to the points and cause of inaccuracies. The short time given for the compilation of these reports by county superintendents after the reception of the reports of town clerks, makes it impossible to refer them back for correction.

In concluding this matter, I would say, that if teachers were required by law to make, at the beginning of each term immediately succeeding the time of making the annual report by the district clerk, a roll of the scholars attending school in the district during the year, which should show their age, sex, and number of days attending during each month of school throughout the year, and each teacher employed during the year were required to add to this roll the name, age, sex, and monthly attendance of any *new*, as well as that of all scholars already enrolled, it would so facilitate the labor of the clerk in making his report, as to insure both promptness and correctness.

THE WORK OF THE YEAR.

In regard to the work in and of the schools the past year, on the *whole it has been quite satisfactory*. District boards have mani-

fested a commendable interest in securing well qualified teachers, and in sustaining them. There have been exceptions, of course, where pecuniary or personal interests have induced the employment of teachers of low grades ; but in such cases the sentiment of the districts has been against the action of the boards. Teachers have exhibited a praiseworthy desire to be better instructed in the duties of their high calling, and many have made the *art* of teaching a careful study. Could there be secured a greater permanency in the corps of teachers, I should have more hopes of rapid and great improvement in our schools.

The attendance upon the winter sessions, was very full, taxing fully the tact of teachers and the capacity of school-houses in many instances. But that of the summer sessions was very meagre. The cultivation of many products in which juvenile labor can profitably be employed, combined with the stringency of the times, make this inevitable, as long as the present system of two terms per year is continued. It is to be hoped school districts will yet either change this arrangement, or by the adoption of the township district system, obviate the necessity of maintaining twice the number of schools during the summer that are necessary for the accommodation of those who will attend.

DODGE COUNTY—FIRST DISTRICT

L. M. BENSON, SUPERINTENDENT.

Complying with your request, I make a few statements in regard to the common schools in superintendent district No. 1 of the county of Dodge and also mention some changes that ought, in my opinion, to be made in our school laws.

IMPERFECT RETURNS.

Mostly for statistics you are referred to the annual report. As usual, the annual report is in many respects imperfect, though *much* labor has been expended upon it and great pains taken to make it as correct as possible. The fact is, the majority of our district and town clerks make very incomplete and incorrect reports.

I indulge the hope, however, that you will find the report correct in all matters of great importance.

THE REMEDY.

It is my firm belief that the adoption of the "Township System" would secure to us much more reliable reports, as well as a great improvement in regard to school supervision, etc. I hope our legislature will take the pains to examine carefully the "Township System" and, if approved of, let them cause its adoption throughout the state and not leave it optional with the towns. Probably it will not be adopted universally or even generally by the voluntary act of the towns during the next century.

INDORSING AND RENEWING CERTIFICATES.

For reasons too numerous to give here I hope our legislature at its next session will alter the laws so that the county superintendent may in his discretion indorse a certificate granted by another, and also renew those granted by himself under certain circumstances. Also I think it would be well to allow the county superintendent to grant the third grade certificate for one year, the second grade for two years and the first grade for three years.

THE SCHOOL MONTH.

The school month should be only twenty days, as school is not kept on Saturdays, except by special contract, and as one hundred days teaching will draw the public money.

Some other school laws should be modified, and I hope our legislators will in future interest themselves more in regard to the common schools than they have sometimes in the past.

EXAMINATIONS.

During the past school year, besides the private examinations, I have held ten public examinations. About 340 applications have been made for certificates, and 221, including all grades, have been granted. I have granted four of the first grade, eighteen of the second grade, and 199 of the third grade. It appears that on the average about two-thirds of the applicants succeed. I have not granted nearly as many limited third grade certificates the past

year as usual. District officers, generally, are convinced that it is poor policy to expend money for second or third rate teachers. There are some, however, who will hire the lowest bidder, whether he or she is well qualified or not. I hope that district boards will not, in future, petition the county superintendent to grant certificates to those who are not well qualified to teach, because much evil is likely to result from it.

Generally, the past year, as usual, each public examination, including Institute exercises, has occupied three days, making in all about thirty days spent in this way. From experience, I am satisfied that more good can be done by having the Institute exercises in connection with the examinations, though a general gathering of teachers may do much good. But very few teachers, comparatively, attend a general Institute, but nearly all attend the examinations and are therefore reached.

VISITATIONS.

In regard to visiting schools, it is my firm conviction that our system is sadly deficient. The law makes it the duty of the district officers to visit and supervise the schools in many respects, but makes no provision for remunerating them; therefore many who are poor cannot afford to give that attention necessary to the production of good results. Again, many of our district officers feel that they are not proper judges, either of teachers or of schools, and therefore stay away.

The law makes it the duty of the county superintendent, also, to visit schools, but it must always be imperfectly done by him on account of the number he has to visit and the distance he has to travel in most counties. Again, in order to learn much about a teacher's method and management, and about the school, the superintendent should make two visits at least during the term, and remain in school each time a whole day that he may learn how all the branches are taught and what the order is, and much else. All this cannot be thoroughly and well done by the county superintendent. In my opinion we should have some one in each town to visit the schools. During the past year I have made about 140 school visits and have tried to encourage teachers in their work and stimulate pupils to make great effort, and especially to be thorough in all their studies. The time spent in school has been necessarily so short that I fear but little good has been done, as a rule.

WANT OF THOROUGHNESS.

Here I cannot refrain from expressing a deep conviction that many of our schools fall far short of what they ought to be on account of the carelessness and looseness of teachers, who, themselves, have been allowed to pass rapidly over much but have learned thoroughly but little. We have a few teachers who are very thorough in all their work, and are really great benefactors to the rising generation.

DISTRICT OFFICERS AT FAULT.

Our schools would be benefited much if district officers would take more *pains* and exercise more moral courage in hiring teachers. Relationship, friendship, religion, politics, have far too much to do with hiring teachers.

SCHOOL TERMS.

Some of our districts fail to do as much good as they might, by having school taught during the very warm and busy months of summer. The money paid for teaching during the two hottest months of the year, in most cases, especially in the rural districts, is expended very poorly indeed. In many cases, the teacher visits the schoolroom day after day and week after week, to find from three to ten pupils in attendance. Some districts have a winter term of four months, and divide four other months into two terms, one to be taught in the spring, and the other in early autumn. Unless the same teacher is employed for both terms or all of the terms, I think this a bad division. In case a district has nine months school in a year, I think it would be best, generally, to divide the time, so as to have a winter term and a spring term. The winter term should commence early, and there should be a short vacation of one or two weeks, commencing about the 25th of December. After the winter term there should be a short vacation, then the spring term should commence, so as to close school before very warm weather, if possible. In case the district has but eight months school during the year, there will be no need of holding school during the hottest portion of the year.

YOUNG TEACHERS.

During the past year, fewer young persons have been employed

as teachers; but we have too many children teaching yet. I am glad to see some improvement in this respect, and sincerely hope our district officers will exercise great caution and judgment in hiring teachers. The people generally seem to take a lively interest in the common schools, and try to aid school officers in their efforts to improve them.

In conclusion, it gives me great pleasure to be able to state that with some exceptions, the "condition" of our schools is good, and the "prospects" very encouraging.

EAU CLAIRE COUNTY.

A. KIDDER, SUPERINTENDENT.

CONDITION OF THE SCHOOLS.

I am happy to say that the condition of our public schools, as a whole, is prosperous. By close attention to the examination of teachers, and an effort to raise the standard of qualification, a new stimulus has been imparted to those who were successful, by thus withdrawing unworthy competitors from the field.

DEFECTIVE TEACHING.

My special effort has been devoted to the organization and systematizing of methods of teaching, often spending one-half of a day in the work of teaching for an example. The great lack of teachers is, knowledge of those methods which can only be attained by witnessing a well-conducted school. Teachers do not take pains enough to visit and study the art of teaching from the best specimens of teaching we have. The privilege of doing this I think the law gives, but it ought to be compulsory. Many teachers do indifferent work who have the ability to do well, if they have only visited a model school and learned how to keep and teach the same. The great drawback is the entire lack of appreciation by the mass of the people of the work and qualifications of a County Superintendent, and the unwillingness properly to compensate him for his fidelity or talent for the work. But as "virtue has its own reward,"

so there is some pay in the consciousness of having accomplished a good work.

GRADED SCHOOLS.

The three graded schools in this city are well manned (with women mostly), and we have many model teachers and departments.

THE INSTITUTE.

The Institute held last April was one of great interest. It was conducted by Prof. Graham. A large number attended, and a new impetus was given to the cause of education in this county. Institute work by the State I regard as indispensable to progress in our school system. The object of the law should be to make them more effectual by a compulsory attendance of the teachers. Eighty names were enrolled as members of the Institute.

COMPULSORY EDUCATION.

With the statistics of the United States Commissioner of Education before them, it is a wonder how any Legislature in this age of the world can refuse to enact laws for the compulsory education in the English language of all children, white or black, Chinese or Indian, or anything else that claims to be human. This, with the moral and religious teaching that should accompany it, is the best and the only civilizing influence that will ever secure national safety and true prosperity. The great mistake of the nation has been in allowing the Indians, or any foreign tribe who make a stay in our land, to live in ignorance of our language or the advantages of schools.

But this is not the time for a lengthy dissertation, so I stop.

FOND DU LAC COUNTY—SECOND DISTRICT.

MAURICE MORIARTY, SUPERINTENDENT.

As my annual report contains the financial statement of interest regarding the schools, I do not deem it necessary to repeat those

statements here, but shall confine myself to a few brief matters of statements regarding the present condition of the schools in this district. During the past year, I have held two examinations at Fond du Lac City, which were attended with a better result than if in three different places in said district, as heretofore, it being the means of bringing them all together in one place. A legislative act passed last winter entitled me to do so, and had the desired effect. These examinations were attended by 200 applicants. Of this number, 9 received second grade, 156 third grade certificates, and 35 were rejected. The schools have not retrograded during the year. I trust they have advanced, as a great many teachers are candidates for the office of County Superintendent, which ought to be a sure sign of progression.

THE COUNTY SUPERINTENDENCY.

This office, under our republican form of government, is based on the will of the people, and, under the political programme of caucuses and conventions, a superintendent must be a politician to secure the office, and will sometimes be forced to do some unpleasant work in order to hold the position, with politics running as high as they are at present. I think, therefore, some legislative reforms are needed before this system will be comprehended and rendered capable of its utmost good.

The question has been repeatedly asked me, if, in my opinion, the schools were more likely to progress, or had done any better under the system of county superintendents than that of town superintendents. I could notice no great difference, but that the county created a bigger office for one man, costing the district \$1,000 per annum instead of \$250, under town government, allowing \$25 for each of the ten towns comprising the eastern district, and I think there are men in each of the towns capable of doing justice to the office, and that they would be more independent as representing one town than ten, as the applicants would probably be not inhabitants of their town.

Certainly, we may understand that it is not the design of our common school system to rear up a race of professional gentlemen to worry the world by their wits, or a superfluous class of accomplished women with no capacities for the domestic accomplishments of life; but the design of the system is rather to rescue the race especially its helpless offspring, from ignorance and vice and start

them fairly onward in life, with improved capabilities of usefulness and enjoyment. If the public does this duty well, it may fold its arms complacently. It is all that nature or the law may rightfully demand. I think it would be an improvement and a benefit to our schools, if the official term of district officers was limited to one year; for sometimes they fail in that harmony among them that should exist at all times and under all circumstances. If annually elected, the strife would end sooner, and, I think, would lead to better results.

GRANT COUNTY.

W. H. HOLFORD, SUPERINTENDENT.

Grant County is in the south-western part of the State and is bounded on almost three sides by the Wisconsin and Mississippi rivers, and its land is much broken by the valleys of some nine or ten small rivers flowing into these large ones. Being that much of it is prairie, the county contains much good land but far more that is poor. It is one of the older and wealthy (not wealthier) parts of Wisconsin. This county contains nearly 1200 square miles, and contains about 250 school districts, and employs nearly 300 teachers.

But many of these districts are too feeble to support good teachers; others are distracted and rendered almost powerless for good by quarrels of one locality with another locality, and jealousies of one part of the district against another part of it. Such evils have caused the division and sub-division of districts that once contained as parts those districts now so feeble. And a few other districts fully able seem too stingy to keep up good schools. On an average during this last year, about two-fifths of the schools have been very poor. The causes were: in some cases, incompetent teachers; in other cases, ruinous old school-houses: in others still, school through the last of June, in July and August; again, school-houses destitute of apparatus even to being without a blackboard; in other instances, very inconvenient school-houses with out-houses, if any, in shameful condition; and in others, district quarrels and *frequent change of teachers*.

About two-fifths of the districts had fair average schools that did passably good work; but these could be improved in many respects. The causes of fair schools were: teachers of fair ability, school-houses more or less convenient and in good repair; School begun by the first of September and continued till Christmas week, had two weeks' vacation, then had school—not till any stated fixed time, but—till the “breaking up” of winter, the muddy time, came, at which time they had another vacation of about three weeks, then as soon as the roads were dry, came all the remainder of the school for that school year; a fair supply of apparatus in passably clean school-houses; harmony in the districts; no change of teachers during the year.

About one-fifth of the districts had first-class schools. The causes were, the employment of first-class teachers for one, two or more years in succession; school houses and out-houses kept in good repair and thoroughly clean by a person hired for that purpose, thus leaving the teachers free to devote their whole time to rendering the school a complete success; the schools were held between the 25th of August and the 20th of the next June; an abundant supply of blackboard, programme clock and good seats and desks; liberal pay to teachers and harmonious action in the districts. Two districts of the one-fifth had nearly all these things except the first-class teachers. Of course these districts had poor schools.

Perhaps no village of its size in the state has a better school house and grounds¹ than Lancaster. Probably in our state no village of its size has a better high school, or trains more or better teachers in a common school than the city of Boscobel; and Platteville high schools would be and do about the same, but that the normal school relieves both of these village schools of all their most advanced pupils. Also, the villages of Bloomington, Muscoda and Cassville have had good schools, and they expect to have better next year than they had this last year.

SCHOOL HOUSES.

There are several school houses that are in a ruinous condition in more than one sense. They are not only old, worn out, and dangerous to the physical health of the pupils, but they are equally dangerous to their moral health, as it is impossible to keep the rooms warm in a windy day, and as obscene cuts mar the outside of the doors and walls, and nearly all parts of the out-houses, where

they have any, belonging to such school houses. Of course these are exceptional cases, and I have urged the district board and teachers to remedy such things.

Most of the village and some of the country schools are provided with school furniture. Comparatively few are well seated; and there is a great lack of good, sufficient and low enough blackboard. As these matters have been much agitated for the past four years at least, they will be remedied to a great extent during the next two or three years, if county superintendent and teachers continue to urge it upon school boards.

SCHOOL SUPERVISION.

I visited 101 different schools, and made 147 visits to schools, besides several short calls in passing. In a county so large it takes much more travel to visit 100 schools, situated in the many localities, and to reach the extreme parts, than it does in a county containing from 45 to 125 schools.

During these visits I have done all I could in so short a time to help teachers and to incline pupils to correct existing evils and errors, and to advise with teachers, district boards and patrons concerning schools and how to improve them. In this way I have gathered much valuable matter in the line of excellencies and that of defects, those relating to how to cause improvements and to avoid difficulties. What I have collected in this manner in each six months, I have incorporated into my next set of examination questions, thus rendering all of my questions full of suggestions.

EXAMINATIONS AND TEACHERS.

By far the most important duty of the county superintendent is the examination, supervision and inspection of teachers by judicious, searching and suggestive written and oral questions, by advice, by encouragement, by suggestions and by criticisms averse and commendatory. For our common schools the widest and best provision in the school law, all of which is good, is, that it provides for the *examination* of teachers and makes *no* provision for the "renewal of certificates" that have expired. But there is great need that the state superintendent should urge county superintendents to examine *all* who would teach but do not hold certificates that are in force. Many teachers in the state who, judging from

their total lack of progress before the examination became an unavoidable and surely occurring thing (it is such in some counties), would never have been able to merit third grade certificates, now hold first grade county certificates, and are preparing to take third grade state certificates. Not only are their certificates of a higher grade than before, but their stock of common sense, judgment, tact and skill in managing schools, is more than equally as much improved. And I am confident that these improvements would not have been made had there been any possibility of avoiding the examinations; and to the fact that they cannot be avoided, the normal schools are indebted for many of their best students. Yet, because not one county superintendent in five, and aside from these, not one person in a thousand, presents these things in this light, many ministers of the Gospel, professors in our higher institutions of learning, physicians, rich merchants and persons of influence in all other positions in life—join in *urging* and often in begging or commanding the county superintendents to grant certificates to those who *cannot* pass. Hence, permit me to say to you that county superintendents are sorely in need of sympathy, support and commands from the state superintendent in this particular. The only effectual method of securing prompt and regular attendance at teachers' institutes, is to have it understood by all that teachers cannot teach in any county in the state without meriting certificates under a judicious searching and suggestive examination; and that the *only* way to renew a certificate when it has legally expired, is by passing an examination; except that it may be extended by the endorsement of the county superintendent for not more than two months preceding any of the next public examinations for his county that the teacher may desire to attend. At present this seems to be not generally but very limitedly understood.

It is the teacher that makes the school. The employment of good teachers secures good schools; but the employment of poor teachers insures poor schools. In Grant county the people are year by year becoming more sensible of the fact, and more anxious to employ good teachers only, and to have good schools.

INSTITUTES.

A two weeks' Institute was held at Lancaster, conducted by Prof. W. D. Parker, assisted by me. It was attended by 64 teachers, and was profitable and interesting. Several teachers have

written me substantially as follows: Please tell the State Superintendent that "I would not take one hundred dollars for what I learned there." I am glad of this on their account, but much *more* so on the account of their present and future pupils. And the teachers are very anxious to have Mr. Parker come again. Besides this, I conducted six two day Institutes and twenty-two half-day Institutes in connection with my examinations.

TIME FOR ANNUAL SCHOOL MEETING.

Many school-houses are sadly out of repair and will remain so all winter, not because the school board does not want to repair them, but because the annual school meeting, whether held in either the very busy time, the last Monday in August, or the equally busy time, the last Monday in September,—was held too late to give sufficient time for securing workmen and getting the work done before it will become too cold. Of course they will not be repaired next spring, and the neglect will be repeated next fall. For *many* reasons the annual school meeting in rural districts should be held the *first* Monday in *July*, between "corn plowing" and "haying."

GREEN COUNTY.

D. H. MORGAN, SUPERINTENDENT.

TOWNSHIP SYSTEM.

In connection with what you may find in my report, I would say, that I am more and more convinced of the necessity of resorting to the "Township System of School Government." Almost all of the town clerk's reports are defective in one or more particulars—not on account of any neglect of their own, but because there are so many men acting as district clerks who have no idea of the proper manner of preparing their reports. In very few instances have the aggregate of those between the ages of four and seven, seven and fifteen, fifteen and twenty, equalled the whole number returned, and the same error will apply, only with a greater difference, to the different divisions of those who have attended school.

The district reports, unamended, would be absolutely valueless, except as to the number of children.

Had we a board of education in each town, whose business it should be to meet on a given day, to transact whatever business is required of them, all these statistical errors might be avoided. The legislature of the State did not see fit to make it optional with the people whether we should have county instead of town superintendents, but made it absolute, and those that have interest enough in educational matters to observe, feel satisfied that the legislature never did a wiser thing than the establishing of the system of county supervision; and I can see no good reason for our legislature refusing to give us the township system, simple and pure, without any provisos.

OUR TEACHERS.

I think I may safely say that our teachers are growing better and better from year to year, and that some of the inefficient are giving place to a better class. A great amount of ambition is manifested on the part of the young teachers, to improve in their standing from year to year, and our High Schools have adopted a commendable course in giving time to special preparation, out of the common course of study, with a view to being put in practice in the country schools.

THE INSTITUTE.

Our Institute, though held during the warmest week of the season, was largely attended, and Mr. Salisbury succeeded in making the work both entertaining and instructive. So much are our teachers impressed with the value of Institute work, that I shall hold three short term Institutes in different parts of the country, during the fall, and before the commencement of winter schools. We have made arrangements to hold monthly teachers' meetings during the winter.

MANITOWOC COUNTY.

MICHAEL KIRWAN, SUPERINTENDENT.

I. STATISTICS.

The statistics of my annual report are not all correct. Town clerks are careless, or worse, in compiling their reports, and the data furnished them by district clerks is often an almost unintelligible mass of contradictions, of little value to any one, and of less credit to the maker of the reports. To decipher, interpret, compare and correct the conflicting statements requires more patience, higher regard for accuracy, and, sometimes, better ability than the average town clerk is endowed with. He is anxious to be well rid of the whole matter, and a feeling of relief comes over him when he has mailed or handed it to the county superintendent. He seldom accepts the superintendent's offer to return it for correction, and often dextrously avoids compromising his own fame as a mathematician by sending the report to the superintendent without setting down the footings; leaving it for the latter to satisfy the state superintendent that $5 + 4 = 6 + 7$.

Reports of the clerks of joint districts give rise to multitudinous errors. The number of children reported between 4 and 7, 7 and 15, and 15 and 20 years of age, in a town, should equal the whole number of children over 4 and under 20 years of age in that town; but under the present system of reporting, this cannot be the case, when the town embraces part of a joint district, even though the officers report as required correctly. The clerk of a joint school district is instructed to report to the clerk of the town in which the school-house is situated, the number of children over 4 and under 20 years of age, residing in that part of the district which lies within said town. He also reports to the same town clerk the whole number of children in the district between 4 and 7, 7 and 15, and 15 and 20 years of age. The town clerk's report then shows the sum of these three columns to be more than the whole number of children in the town; for a part cannot be made to equal the whole. The statistics showing the attendance of pupils set forth the same discrepancies, and for like reasons.

The clerk of a joint district reports to each town clerk whose

town embraces a part of the district the number of days that school has been taught. Usually, this item is embodied in the report of each town clerk to whom it is sent, and each of two or more towns is credited with what properly belongs to only one, thus making the aggregate for the county appear much greater than it is.

The report of the district clerk often gives testimony of wonderful financial ability on the part of the treasurer—ability which, had Jay, Cooke & Co., possessed it, would have averted their recent disaster and the consequent panic which is felt throughout the country—the ability to disburse seems largely in excess of the total receipts.

I. TEACHERS.

Number, Age, Experience, Wages, etc.—One hundred and twenty-seven teachers are required to teach the schools in this county. During the last school year, 140 persons have been licensed to teach. The average age of those persons is 22½ years; 21 were without experience in teaching; 29 are not residents of this county, and six of the number licensed did not teach. The average wages per month for male teacher is \$48.48; for females, \$31.50. The average number of days each district has maintained school the past year is about 145.

2. *Qualifications and Progress.*—Some of our teachers are deficient in scholarship and ability to teach; a larger number fail in method rather than in a knowledge of books; a considerable number are well qualified in all respects. Nearly all are making honest efforts to improve, and it is safe to predict that in a few years this county will be as well supplied with competent teachers as many of the more populous and wealthier counties of the state.

3. *From other Counties.*—At present we are compelled to send abroad for a limited number of teachers who, thanks to the educators who aid us in the matter, generally prove to be all that we can reasonably expect. But this mode of obtaining teachers has this disadvantage: the teacher who comes here from another county seldom proposes to remain longer than one or two terms; the reputation he makes during his stay may never reach his home, and the incentives to exertion are, therefore, fewer in his case than in that of the resident teacher. If he is not strictly conscientious he may, by carelessness in his work, do wrong to his pupils and to the

friends who recommend him. Teachers in the county are anxious to gain reputation and careful to maintain it; because upon these conditions depend their chances of future employment.

II. ASSOCIATIONS.

Two Teachers' Associations were organized last winter, and regular meetings were held for several months. Informal meetings were also called in several localities and were largely attended by the citizens generally, as well as teachers. Messrs. Viebahn, I. N. Stewart, Walker, and J. C. Smith were especially active and efficient in convening and instructing these assemblages, and their labors have greatly benefited their fellow-teachers. In some of the inspection districts of the county each of the late examinations occupied four days; of which two days were given, in each place, to oral exercises conducted by Mr. Viebahn and myself.

III. INSTITUTE.

An Institute was held at at Manitowoc, from July 21 to August 15, under the charge of Professor Graham and Mr. Viebahn. This was our first long-term institute, and we are well satisfied with its results. 103 members were enrolled; the average daily attendance was 71. Hard work was a characteristic feature of the session. There was no hedging on the part of the instructors, and no pupil was allowed to shirk his duty. The discipline maintained was nearly perfect. The conductors required, and, by the character of their work, commanded and secured, the closest attention. Instances of communication, even under the comprehensive definition of that word given by Professor Graham—anything calculated to draw the attention of a member of the institute from the work in hand—were few. Teachers who deprecate communication in their schools, were thus afforded an opportunity to illustrate by example the advantage of their theory. The papers written at the examination which took place at the close of the institute, were much better, on the whole, than those of any previous examination which I have held.

IV. THE NORMAL SCHOOL AT OSHKOSH.

is exercising a salutary influence upon our schools. This county is *quite largely* represented in the school, and we have 18 of its

pupils teaching here now. Judging by the progress its students make, the school is doing thorough work; and I have not yet met one of its returned pupils who does not regret the necessity which compelled him to leave it, or who does not feel that the instruction there given has made him stronger both educationally and morally.

V. LENGTH OF SCHOOL TERM.

As stated elsewhere in this report, the average number of days each district in this county has maintained school the past year is about 145. This leaves too long an interval between the terms of school, during which teachers must seek employment in other pursuits, and pupils are likely to forget much that has just been taught them. Teachers can hardly become enthusiastically devoted to a calling which affords them employment half the year only. Ought not the law to require that districts maintain school eight or ten months each year, instead of five months? Can we ever have a full corps of efficient teachers in our schools unless the present law be so amended? Many districts now provide for five months school for no other reason than that the law obliges them to do so. Remove the constraint and the provision will not be made. In stipulating that a district shall maintain five months school each year, the law recognizes the fact that it will not do to leave this matter of education wholly at the option of the people. Were it to do so, intelligent communities might protect their school interests; but those interests would languish in localities whose inhabitants are indifferent to education, or hostile to the present system. The suggested amendment could not be considered oppressive in spirit unless the existing law is so; and the consequent increase of taxes would be too insignificant to be seriously felt. If a state assumes to educate its citizens the means should be adapted to the end. The present provisions are neither adequate nor economical. The work is incomplete because sufficient time is not given to insure its completion; it is not well done because the best facilities which the state can obtain for its performance are not obtained. Time is wasted because school is not maintained during the pleasantest months of the year; opportunities are lost when children cannot go to school at any time they wish to do so; money is thrown away in being paid to incompetent teachers whose places could as well be filled by capable persons if steady service were guaranteed; and it is also wasted in paying teachers to teach again what was taught

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before, and has been forgotten in the long intervals of mental inactivity. Persons are constantly abandoning teaching for other occupations; but how can it be otherwise? What man is willing to sacrifice his own interests for the aggrandizement of another; to live in obscurity and poverty when a happier lot is attainable? Establish the profession of teaching on a solid basis, and there will no longer be any foundation for this charge. If an individual were to pursue the same policy in his business that states adopt toward their common schools he would be derided for his mismanagement and bankruptcy would be inevitable. Wretched school houses, bare walls, rickety benches without desks, and half educated teachers are not elements which a great commonwealth should tolerate in a system of which it boasts. It may be impossible to remove these evils at once, but immediate measures ought to be taken with a view to their eradication. Let us have an educational system in fact as well as in name; the term as applied to our mixed schools at this time is a misnomer.

VI. EXAMINATIONS AND CERTIFICATES.

It is to be regretted that there is so little uniformity among county superintendents in the examination of applicants for certificates. In some counties applicants are required to devote two days to an examination in third grade branches, and three or four days to an examination in the subjects named in a certificate of the first grade; in other counties they are hurried, in a single day, through all the branches required for a certificate of the first grade. How an examiner can form a correct estimate of the qualifications of a teacher who is forced to write on fifteen subjects between the hours of 9 A. M. and 4 or 5 P. M., must ever be beyond the comprehension of ordinary mortals. It would seem that under this mode of proceeding a good deal must be taken for granted. Applicants who fail to obtain limited certificates in one county migrate to an adjoining county and are immediately classed with the elect; thus proving to the satisfaction of their friends, if not to their own, the injustice and severity practiced in the county to which their valuable services are lost.

Certificates of the higher grades are sometimes granted as mere matters of compliment and not in pursuance of any examination. What assurance is given by a certificate obtained in this manner *that its holder is able to teach the branches named therein?* The

school officer who accepts it as evidence of qualifications is likely to be deceived; the teachers of the county in which it is given are wronged by a favoritism which substitutes conjecture, or personal regard, or political considerations, for proved merit; and the superintendent who issues the paper must be lowered in the estimation of those who are cognizant of the act. Such proceedings are but too frequent in this State; but an incident may be related to show that we are not alone unfortunate in this regard: Yesterday a certificate, issued by a county superintendent in Missouri, was handed to me by a teacher who remarked that he wished to teach in Manitowoc County, and presumed this certificate would furnish satisfactory proof of his scholarship. The certificate represented his standing to be 4 on a scale of 5 in all subjects required in our State for a county certificate of the first grade, (Algebra and Constitutions excepted), and in addition thereto Mental and Moral Philosophy, and Rhetoric. Yet this teacher declined to be examined here for a third grade certificate, frankly admitting that he doubted his ability to obtain it on his merits! When he learned that I would not license him unless he wrote satisfactory papers, he assured me that a certificate is no evidence of a teacher's ability, and that it is generally given as a mark of favor. He seemed sincere in making this assertion, and it could not be disputed that, in at least one instance, he knew whereof he affirmed. The Missouri certificate shows that in that State an applicant for a county certificate of the first grade is examined in all the branches above designated, and also in Algebra, Chemistry, Plane Trigonometry, and surveying.

Cannot more uniformity in examining applicants, and stricter honesty in licensing them, be secured in our own State by discussing these points at the annual meetings of the Superintendents at Madison?

VII. COUNTY SUPERINTENDENTS.

1. *Time of Election.*—The law fixing the time for the election of these officers should be so amended that they shall be chosen when the excitement of local or State politics cannot influence or bias the electors. The only issues that should be raised in the election of a Superintendent are integrity, willingness to do his duty, and fitness for the position to which he aspires. These considerations are often disregarded, for nominations are mainly controlled

before, and has been forgotten in the long intervals of mental inactivity. Persons are constantly abandoning teaching for other occupations; but how can it be otherwise? What man is willing to sacrifice his own interests for the aggrandizement of another; to live in obscurity and poverty when a happier lot is attainable? Establish the profession of teaching on a solid basis, and there will no longer be any foundation for this charge. If an individual were to pursue the same policy in his business that states adopt toward their common schools he would be derided for his mismanagement and bankruptcy would be inevitable. Wretched school houses, bare walls, rickety benches without desks, and half educated teachers are not elements which a great commonwealth should tolerate in a system of which it boasts. It may be impossible to remove these evils at once, but immediate measures ought to be taken with a view to their eradication. Let us have an educational system in fact as well as in name; the term as applied to our mixed schools at this time is a misnomer.

VI. EXAMINATIONS AND CERTIFICATES.

It is to be regretted that there is so little uniformity among county superintendents in the examination of applicants for certificates. In some counties applicants are required to devote two days to an examination in third grade branches, and three or four days to an examination in the subjects named in a certificate of the first grade; in other counties they are hurried, in a single day, through all the branches required for a certificate of the first grade. How an examiner can form a correct estimate of the qualifications of a teacher who is forced to write on fifteen subjects between the hours of 9 A. M. and 4 or 5 P. M., must ever be beyond the comprehension of ordinary mortals. It would seem that under this mode of proceeding a good deal must be taken for granted. Applicants who fail to obtain limited certificates in one county migrate to an adjoining county and are immediately classed with the elect; thus proving to the satisfaction of their friends, if not to their own, the injustice and severity practiced in the county to which their valuable services are lost.

Certificates of the higher grades are sometimes granted as mere matters of compliment and not in pursuance of any examination. What assurance is given by a certificate obtained in this manner *that its holder is able to teach the branches named therein?* The

school officer who accepts it as evidence of qualifications is likely to be deceived; the teachers of the county in which it is given are wronged by a favoritism which substitutes conjecture, or personal regard, or political considerations, for proved merit; and the superintendent who issues the paper must be lowered in the estimation of those who are cognizant of the act. Such proceedings are but too frequent in this State; but an incident may be related to show that we are not alone unfortunate in this regard: Yesterday a certificate, issued by a county superintendent in Missouri, was handed to me by a teacher who remarked that he wished to teach in Manitowoc County, and presumed this certificate would furnish satisfactory proof of his scholarship. The certificate represented his standing to be 4 on a scale of 5 in all subjects required in our State for a county certificate of the first grade, (Algebra and Constitutions excepted), and in addition thereto Mental and Moral Philosophy, and Rhetoric. Yet this teacher declined to be examined here for a third grade certificate, frankly admitting that he doubted his ability to obtain it on his merits! When he learned that I would not license him unless he wrote satisfactory papers, he assured me that a certificate is no evidence of a teacher's ability, and that it is generally given as a mark of favor. He seemed sincere in making this assertion, and it could not be disputed that, in at least one instance, he knew whereof he affirmed. The Missouri certificate shows that in that State an applicant for a county certificate of the first grade is examined in all the branches above designated, and also in Algebra, Chemistry, Plane Trigonometry, and surveying.

Cannot more uniformity in examining applicants, and stricter honesty in licensing them, be secured in our own State by discussing these points at the annual meetings of the Superintendents at Madison?

VII. COUNTY SUPERINTENDENTS.

1. *Time of Election.*—The law fixing the time for the election of these officers should be so amended that they shall be chosen when the excitement of local or State politics cannot influence or bias the electors. The only issues that should be raised in the election of a Superintendent are integrity, willingness to do his duty, and fitness for the position to which he aspires. These considerations are often disregarded, for nominations are mainly controlled

by caucuses and politicians, and electors vote for a ticket or party rather than for candidates. If Superintendents were elected in May or June, voters would be more likely to be guided by proper than by partisan motives; and a candidate for re-election, if beaten at the polls, might secure a school, should he wish to do so, in a short time after his defeat, instead of being forced to wait nearly a year for a situation, as he must now do.

2. *Manner of Choosing.*—Many good educators think the elective system but a hazardous one, at best, for the office of Superintendent, and hold that an appointing power, properly vested, would be preferable. But it is not easy to determine to whom this power can be safely entrusted. A superior officer, who is elevated to place by party machinery, is expected to be solicitous for the preservation and strengthening of the ropes and pulleys by which he was hoisted; and, although his appointments might not ignore ability, it is to be feared that fealty to party might be no insignificant claim if pointedly urged. Something ought to be done to protect the office against designing politicians and their dupes, who have the same means of forcing themselves upon the people for this as for other offices.

3. *Qualifications.*—The law relating to this office ought to be further amended so as to make moral character and scholarship conditions of eligibility. A teacher is required to have these qualifications, but the man who examines him is often devoid of both. A judge who is impeached and convicted is not allowed to retain his seat upon the bench and sentence others for offenses similar to that which he has committed; a man can not teach what he does not know; how, then, can a superintendent that daily allows himself to become fuddled refuse to license a teacher who does the same thing; or mark the latter's standing in a subject of which the examiner himself has no knowledge? Some persons may regard these questions as absurd, others will admit that they are very pertinent and deserve a statutory answer.

MARATHON COUNTY.

THOS. GREENE, SUPERINTENDENT.

I have the pleasure to report that very great improvement made during the year, in all the schools in the county, is evident.

Our Institute for the year was held in September, 1872. It was conducted by Professor Graham, of Oshkosh, and was productive of much good.

Examinations of teachers have been conducted as heretofore. The average attainments of scholarship of the applicants is somewhat in advance of that of last year.

There are 14 towns in this county; but one (the town of Wien), has adopted the township system of school government.

There are 55 districts in the county, and 54 school houses. Four large frame school houses have been built during the year. They will soon be occupied. Also, two log houses have been put up. One district only has failed to comply with the legal requisition of maintaining a school for five months during the year — owing to the fact that the board did not receive the money necessary to complete their school house until the month of June, 1873. The board hope that the State Superintendent will permit them to draw from the state fund.

I have visited 53 schools; some twice, some three times. My visits were as unexpected and as informal as it was possible to make them. A day passed in each school enabled me to ascertain the progress the pupils were making in their studies, and the fitness of the teachers for the very important positions they occupy.

MARQUETTE COUNTY.

S. D. FORBES, SUPERINTENDENT.

UNRELIABLE STATISTICS.

I have experienced the same difficulty this year as last in obtaining reliable statistics from the several districts of the county; an

with my best efforts directed to harmonize the inconsistency of reports, they are but an approximation to the true state of matters to which they relate. The value of the "general statistics," if they have any, depends upon their accuracy; but the possibility of overcoming the carelessness and negligence of unpaid district clerks, renders them extremely unreliable. I repeat my opinion, that a law allowing district clerks a fair compensation for their services, payable on certificate of the completeness and accuracy of their reports, would go far to remedy the evil.

This year I report only 3,364 pupils of school age in the county, or 107 less than last year. I am certain there has been no such falling off in the actual number of school children in the county, and that the discrepancy arises from incorrect reports.

SCHOOL ATTENDANCE.

The proportion who have attended school is nearly the same as last year, or about 60 per cent. of the whole number of school age in the county. The per cent. of non-attendance is largest in those localities mainly inhabited by foreigners, in some towns amounting to nearly 70 per cent. In many districts the school is a mere farce, kept up only for the purpose of "drawing the public money," and accomplishing none of the ends for which free schools are established. Would it not have a beneficial effect to apportion the public fund on the number who attend school, or rather upon the aggregate days attendance of the preceding year.

The safety of our free institutions demands that this evil of non-attendance shall be met, in some way. Our present school system does not do it. If a compulsory law will, let us have it by all means. Parental ignorance and indifference should not be allowed to deprive children of their most valuable inheritance, and put in jeopardy our free government. Were only the welfare of the individual at stake, we might question the propriety of interposing legal enactments, but as the worm of illiteracy is gnawing at the very foundation of our government, it becomes a proper subject for legislation. It is not expected by the most sanguine advocates of the law that it will confer the boon of education upon all, but it will do something in the right direction. The trite adage in which some objectors sum up their conclusions as to the utility of such a law:—"You may lead a horse to water but you cannot make him

drink,"—may be true as regards some, but it is no reason why those who do thirst for knowledge should not have the opportunity given them to drink.

SCHOOL-HOUSES.

I am able to note but few improvements in school buildings during the past year. Owing to the general failure of crops for the two preceding years the people have felt too poor to make investments of this kind, beyond actual necessities. Only one new school-house has been built the past year, but several are in contemplation for the year to come. Forty buildings are reported in "good condition." This, in the opinion of the 'average district clerk,' means that at least three-fourths of the roof is rain proof, the floor open to nothing larger than rats, the walls half covered with plaster, and not above one-fourth the window lights broken. Perhaps one-half the school-houses of the county are fit for use as such. Not more.

APPARATUS.

It would seem strange that there should be such a lamentable deficiency in that cheapest and yet most important appendage of the school room — blackboard. Yet I have in mind but one school house in the country with a sufficient supply of this essential article. About eight feet in length is the average, whereas fifty is none too much for an average school of 35 pupils. But what the parents had when they were young is good enough for their children.

The statistics show ten school houses in the county supplied with outline maps, or four more than last year, which does not speak very well for the appreciation of these important aids to the teacher; and this in spite of the law authorizing district boards to purchase apparatus without a vote of the district. But says the wise economist: "They never had no such things when I went to school, and got along just as well"!

SURROUNDINGS.

The crying evil of insufficient and ill-conditioned outhouses presents itself almost everywhere, a shame to patrons and teachers, and a prolific source of demoralization to pupils. Our schools cannot be propagators of healthy moral sentiment until all the pure in-

fluences are brought to bear there that prevail in the houses of the best families. This evil can be reached only through a general education of public sentiment, which is a slow process.

Eight school house sites are reported as "well enclosed"; the remainder lie out to the common, many of them staring upon the public highway without shade or shelter from sunshine or storm, the most desolate, dreary, and unattractive sights that meet the eye of the traveler.

TEACHERS.

It is a source of satisfaction to note improvements in the qualifications of our teachers, and a general disposition among them to take advantage of every opportunity offered to advance their standing and better fit them for their work.

I have issued during the year one hundred and seven certificates, viz: One first grade, eight second grade, and ninety-eight third grade; of which twenty-four were to males, and eighty-three to females. Of this number eleven of the third grade were duplicates. A number of six-month licenses have been issued, mostly to those who had never taught.

INSTITUTES.

Two Institutes have been held during the year, one in the spring, of a week's duration, and one in the fall of four weeks. At the former about forty teachers were in attendance, at the latter fifty-seven. Both were conducted by Prof. A. Salisbury as principal, and gave general satisfaction. The influence of the first was apparent in our summer schools, and the latter will, I am sure, be seen in the greater efficiency of our coming winter schools. Our teachers are entitled to credit for the time and money thus spent in trying to improve their qualifications. The expense was indeed considerable compared with the meager wages paid teachers in the county.

In obedience to the law of change, I resign the duties of the office of County Superintendent on the first of January. During the two years of my supervision I have accomplished but a small part of what I had hoped for at the outset, but am gratified in the belief that the schools of the county have not degenerated; on the contrary, have advanced a step in efficiency and usefulness, and that the duties of the position will devolve upon a competent person, from whose labors greater results may be expected.

OCONTO COUNTY.

H. W. GILKEY, SUPERINTENDENT.

Upon submitting this, my fourth annual school report, it affords me pleasure to state that the educational interests of this county present a far more encouraging appearance than they did four years ago.

Several elegant and commodious school buildings have been erected, which are an honor and an ornament to the communities, by whose wise public liberality they have been built.

Our schools, generally speaking, are under the supervision of experienced and efficient teachers — teachers who seem to appreciate the responsibility of their high and holy calling.

Appropriations for school purposes are far more liberal than formerly; most of the districts maintaining school nine months during the year, while teachers' wages have advanced about 25 per cent.

Term-time and vacations are generally regular; indeed we might say they are reduced to a uniform calendar — the schools commencing about September 1st, and closing before the first of July; thus avoiding the unprofitable schools during the hot and sultry weather of midsummer.

The wide-spread dissatisfaction which prevailed throughout the county, on account of poor teachers and inefficient school supervision, has gradually disappeared, and school patrons delight in speaking in terms of praise and commendation of their teachers, and extend a cordial welcome to the supervisor while upon his tour of duty.

I have labored to make my school visits thorough, effective and frequent. I visit each school twice a term, with few exceptions, and improve my time while there. Efficient school visitation is among the most active means employed to promote the interests of the school. The teacher is stimulated to renewed exertion, and the pupils are encouraged to increase their diligence; while parents are led to place a higher appreciation upon common school instruction, and district officers can be reminded of their duties in relation to providing for the wants and comforts of the school room, which are so essential to the school.

But while much has been accomplished in different directions, to promote the welfare and prosperity of our schools, there remains much more yet to be done. Constant and unremitting exertion and well directed effort are still requisite to overcome the remaining obstacles and keep the educational machinery in successful operation.

POLK COUNTY.

CHARLES E. MEARS, SUPERINTENDENT.

Father Time has brought us to the close of another school year. It has been a year of general prosperity to the schools in Polk county. Not that they have attained to perfection, but much improvement has been noticed in the work performed.

TEACHERS AND WAGES.

My report for this year, as well as the one for 1872, contains the names of new teachers. Some of our older teachers are retiring from the work, and there being a constant increase in the number of districts, it is necessary that new teachers should be licensed each year. Better work being performed, higher wages are demanded and received.

SCHOOL CHILDREN.

The number of school children in the county over the age of four and under the age of twenty, as per the town clerk's reports, is 2,006; an increase of 295 over the number reported in the year 1872. The number of different children who have attended school during the year is 1,301, which leaves the large number of 705 who are not reported as having attended school. This is an increase of 141 over the number of the same class reported last year.

The benefit to be derived from our schools is not to be estimated by the amount in dollars and cents that they cost, but in the attendance of the children and the work there performed. The per cent. of attendance can and ought to be increased. Will not a compulsory school law help us?

SCHOOL HOUSES.

Eight new school houses have been built in the county during the year; four of logs and four frame buildings. Many improvements have been commenced on school grounds. New fences and repairs in the school room are to be seen in many districts.

REPORTS OF TEACHERS AND DISTRICT OFFICERS.

The teachers, with occasionally a little negligence, report at the end of each school month. I cannot understand how a teacher, with a right understanding of the meaning of that word, can be negligent in the performance of *any* duty. But, "as the twig is bent so is the tree inclined," and if a child is taught to be negligent while young, it will always be so, with, perhaps, an occasional exception.

My statistical report is not correct, but it is the best we can do. These reports can never be made strictly accurate so long as one district or town clerk is negligent or inefficient. Let us have the township system of school government, then, with a competent secretary of the town board of directors, we may hope for better and more correct reports. I hope that the next legislature may amend the township law so that *it will be a law*, instead of leaving it for the town to adopt. Our school law is the source of many evils, from the fact that it *permits* almost every thing and obliges very little to be done. Then let us pay all town school officers \$2.00 per day for their work.

TEACHERS' CERTIFICATES.

The total number of certificates issued during the year is sixty-eight. Two second grade, and sixty-six third grade. There is considerable improvement in the standing of our teachers, and next spring I expect to report a better result in the matter of certificates. To ten applicants I refused to grant certificates. The rules governing examinations are the same as those reported two years ago.

INSTITUTE AND ASSOCIATION.

No better evidence of improvement and progress is needed, than

is seen in the general attendance of our teachers at the meetings of the Institute and Association.

A second Normal Institute was held at Osceola Mills, August 19th to September 18th, 1872, conducted by Professor Albert Earthman, of Reedsburg.

Henry B. Dike is President, and Laura W. Mears Secretary of the Polk County Teachers' Association. Its annual meetings are held holiday week in each year.

At the annual meeting of 1871 the Association resolved to publish a second edition of the *Educational Record*, said *Record* to contain, when published, a summary of the educational work in Polk county, for the years 1872 and 1873. Henry B. Dike was elected to edit the *Record*, with the addition of Miss Ella Walker and Willis Scott to assist in its publication.

PORTAGE COUNTY.

W. R. ALBAN, SUPERINTENDENT.

According to the reports of town clerks, there has been received - received from all sources, the sum of \$20,167.39. The city of Stevens Point, reports nothing received from the tax levied by the county supervisors. The town of Stevens Point reports nothing received from county, and nothing received from the state school fund. Assuming that both have received their proper proportion of each of these funds, about \$300 should be added to the amount first above named.

The disbursements for all purposes, during the year were \$25,145.00, leaving a balance in the several district treasuries of \$4,022.39. Of the sum expended, there was \$5,970.28 paid to male teachers, and \$12,988.12, paid to female teachers. There are 81 school houses in the county, comprising 91 departments. Of these houses, 58 are reported in good condition; 52 with out-houses in good condition; 17 furnished with out-line maps, and only 6 reported to have sufficient blackboard—an article really indispensable to every well regulated school.

PUPILS.

The whole number of children over four and under twenty years of age, is 4,630. The whole number who have attended the public schools, 3,272; leaving 1,358 who have either been taught at home attended private schools or are growing up in ignorance. The most favorable view that can be taken of it, will leave over one thousand children of school age, who have during the past year received no instruction in school. Of these reported, the average attendance has not been over 60 days each, which gives an actual full attendance of 1,958 children, during the school year of 100 days.

From the above statement, is deduced the conclusion, that from absenteeism alone, to say nothing of tardiness, uncomfortable school rooms, and want of a sufficient number of text books, all of which exist to a considerable extent—of the \$25,145 expended, 40 per cent. has been thrown away. If we take into the account the whole number of children of school age, the showing will be still more unfavorable. One hundred days to each child will give an attendance of 463,000 days. The actual number of days as reported by the town clerks is only 236,518, being an average of $50\frac{1}{2}$ days to each scholar. Deducting $\frac{1}{4}$ an account of sickness, inclement weather and other unavoidable causes, and another $\frac{1}{4}$ on account of private schools, there will still remain 197,582 days lost by non-attendance, which is equal to 100 days for 1,975 scholars. The actual cost of conducting our schools as reported, was \$5.43 for each child of school age. Multiplying this by 1,975, the number of non-attendants, we have the sum of \$10,724.28, totally lost to the purposes for which it was appropriated—more than $\frac{2}{3}$ of the whole amount paid during the year for the support of schools. I might stop to inquire, is this just to our children? Is it just to the tax payers from whose pockets we wrest the money to support these schools? What wonder that compulsory education has many advocates among earnest men, to whom the acknowledged principle, that “the safety of the State depends upon the proper education of the youth,” is not a stale platitude, but an eternal vital truth which republics cannot safely ignore. Upon the school children of to-day, will soon devolve the multifarious interests, the responsible duty of conducting our national and State government—whether civil, military, naval or domestic. And as we are all, to a great extent, creatures of circumstances, as our characters are formed by influ-

ences which surround us in youth, so the future of these children will be determined. Whether when they arrive at mature years, they shall be prepared to wield the ballot intelligently, to fill places of honor and trust properly, to be in their turn the guides of youth and blessings to the community in which they live, or whether they are reckless, ignorant, intemperate, vicious, preying upon the best interests of society, are questions we are helping to solve now, by the proper or improper appliance of the means of their education; by our earnestness or laxity in guarding them from immoral influences, and immoral and corrupting practices, both at home and at school.

Meager attendance is sometimes caused by keeping the school in session at a season of the year when the necessities of parents appear to render it necessary for them to have the labor of their children at home. This is particularly the case in the rural districts. A few districts have adopted the plan of having a four months winter term, two months during April and May, and two months, from the middle of August to the middle of October. This plan appears to work well, and I am satisfied that schools so kept have a much better average attendance than the two term plan; yet, notwithstanding the well-known fact that corn-hoeing, potatoe bugging and berry picking thins the school to a sixth part of the proper attendance, the large majority of our schools continue through this season of the year, as though the principal aim of its continuance were to put in circulation, through the agency of the school ma'am, the few dollars that may remain in the hands of the district treasurer.

TEACHERS.

Since teaching has passed so largely into the hands of women, and according to the signs of the times, is destined to be still more exclusively the profession of that sex, it is unavoidable that a large part of our teaching be done by comparatively young teachers. This has been, and still is the case in this county, and perhaps will continue to be the case for an indefinite time in the future. Other counties in the State being similarly situated, there is no possibility of remedying the matter by drawing from them. Few female teachers expect to continue in that calling longer than the existence of unwedded life. Our schools are mainly conducted by teachers from 16 to 21 years of age. While their average qualifi-

cations are on the advance, so far as book learning and theory of teaching is concerned—still the want of a greater number of more experienced teachers is severely felt. Experience not only has a tendency to increase the facility of communicating instruction, but what is of equal importance, it increases the governing power. In this last, many of our teachers are sadly deficient. To remedy this state of things, I would suggest that school boards should be more faithful in the discharge of their duties and the exercise of the powers which the law very properly arms them with. To suppose that a diffident girl in her teens is competent to govern a house full of rude, thoughtless, uncultured boys and girls, without the earnest and well directed co-operation of the school board, is a supposition void of any substantial foundation. The power to make and enforce rules for the general management of the school, should be carefully and wisely but vigorously exercised. For want of the exercise of this power, not only unnecessary disorder exists in many schools, but profanity, vulgarity and general rudeness, exist to too great an extent. If we believe that good morals, as well as intelligence is necessary to form the good citizen, then the school and its purlieus should be carefully guarded against all these evils. The prevalence of these evils causes many of our citizens to withdraw their children from such influences and send them to private schools; a thing much to be deplored, because it weakens and degrades the public schools. They should be, and with all their faults are, the pride of our State. They should, and can be made so good, that every child of Wisconsin may receive such culture of mind and morals, as will fit him for any position. But this will not come by chance. It can be effected only by the united action of school officers, parents and teachers.

LABORS OF COUNTY SUPERINTENDENT.

During the year I have held two Institutes, one of two weeks duration at Stevens Point, in September, 1872; the other of four days, at Amherst, in April, 1873. Both these Institutes were poorly attended, as had been before intimated. Both were well conducted, and much valuable information was gained by the few who were in attendance.

I held nine public examinations, at which 200 persons were present for examination. The examinations were to a great extent

written, making the examination by me of over 2,000 papers necessary in order to determine the standing of the applicants. One hundred and sixteen certificates were issued as the result of these examinations. I issued nine certificates on private examinations. One hundred and forty-four visits were made by me during the year, exclusive of a number of informal visits to Stevens Point and Plover schools.

Our teachers, in general, have been faithful to their trusts during the year. The irregularity of the attendance of scholars and the non-attendance of some have not been on account of dissatisfaction with teachers as a general thing, but have resulted from other causes, some of which have been alluded to. In conclusion, permit me to say, the people need a thorough waking up in relation to the duty of sending their children to school regularly, and it does appear that it would be eminently fitting and just, that parents who will make no effort to keep their children in school, when that school is, by the munificence of the State, free as air, should in some way have a little of the coercive power of the government applied to them to bring them to a sense of their obligations to their children and to community.

RACINE COUNTY.

GEO. SKEWES, SUPERINTENDENT.

It is with pleasure I can say that good progress has been made in educational matters. Improvements have been made in buildings, better apparatus, etc., provided. Many of our best teachers are striving for higher grades of scholarship, and their work in the school-room shows a corresponding excellence.

SCHOOL-HOUSES.

Many of our school-houses are getting old, and the worse for wear. Preparation for building should be made at an early day in several of these districts. Most of our school-houses are destitute of good blackboards, outline maps, charts, etc., which are essential to the successful working of the schools. Another drawback is the

rude construction of benches and desks, as well as their improper arrangement, and want of means for needed ventilation, altogether making the school-room, which should be made as cheerful and attractive as possible, a very undesirable place for children.

One new building has been completed within the past year and three were erected the year preceding. These buildings have cost from \$700 to \$1500 each, arranged and furnished in modern style, and are a credit, not only to their respective districts, but to the county.

SCHOOL GROUNDS.

It is to be regretted that so many of our schools have not sufficient room for play grounds, etc., only nine in seventy-six reported as having one acre.

It is to be hoped that school districts in preparing to build, will see to it that an eligible site is secured, and of sufficient size to afford room for exercise and amusement without trespassing on adjoining fields or the public highway. And I would heartily recommend that the school-yard be neatly enclosed with a good, substantial fence and ornamented with shade trees. These things can be had with but little trouble and cost and will add very much to the attractiveness of the ground. In visiting schools on our prairies during warm summer weather I have often been reminded of the want of a little grateful shade to relieve the excessive heat of the mid-day hour.

OUTBUILDINGS.

A few of our districts with commendable foresight have provided wood sheds for storage of wood, saving more in the cost of fuel than the outlay on building, besides greatly improving the appearance of school grounds. With regard to outhouses, let every parent and every district board examine the matter fairly, and then remedy the evils that must be glaringly apparent to every thinking mind.

ASSOCIATIONS.

The county is divided into two association districts — the eastern and western.

Associations have been held every three weeks in each division while the schools have been open. These meetings are of great ad-

vantage to the teachers attending them, as methods of teaching are discussed, class exercises introduced, defects noted, and improvements suggested. But our associations are not so largely attended as they should be, and those who most need the benefit of these meetings are the last to be reached by them.

I would urge upon school officers to see that teachers of their respective districts be encouraged and aided to attend our associations.

INSTITUTES.

While associations are helps, our greatest aid in advancing the cause and raising the *standing*, as well as the ~~standard~~^{standard} of teachers, is in our institute work.

Here we have time not only to present the best methods of teaching, but to secure the drill in and review of the branches taught, and stimulate teachers with new zeal to educate in the highest and best sense of the word. A four week's institute was held at Rochester in October of last year, with an attendance of seventy teachers. A short institute, with examinations, was held at Union Grove during the first week of last April, with an enrollment of fifty names. Again this fall there has been held an institute of three weeks in Burlington, with an attendance of eighty teachers, most of them in regular attendance throughout. These institutes have been attended with most excellent results, and their good effects have been apparent in the increased efficiency of teachers in their school work, and experience has proved that it has been a good outlay of time and money.

I secured the services of some of the best educators and institute workers in the State to aid in this work, and our teachers will gratefully remember their labors among us, as lecturers, as teachers, as educators.

EXAMINATIONS.

Thirteen examinations have been held during the past term. It has been my constant aim to select questions that would test the knowledge of applicants fairly and thoroughly on the several branches, as well as to be suggestive in leading to thought and study of principles rather than mere wordy repetition of rules and definitions.

There are now five holding first grade, twenty second grade, and

one hundred third grade certificates. As there are several always leaving as well as coming into the ranks of teachers, and quite a number holding certificates not desirous of teaching, the demand and supply are very nearly equal. But very few limited certificates have been granted, and these by request of district boards. If an applicant's standing is low on one or more branches, or on the general average, a certificate has been granted for six months, in order that such teacher may be subject to frequent examinations, and it has been found a stimulus to more careful study.

SCHOOL VISITATIONS.

All of the schools have, on the average, been visited four times, and many of them five and more times. Most all of the time, when schools were open, has been spent in school visitation. I have found it impossible to spend one-half day in every school each term, as special cases required a second visit, and teachers' associations had to be reached, occasioning loss of time.

For the greater part of the term, when possible, a day has been spent in visiting but two schools, spending what time could be given, allowing for traveling, &c.

I have found that after becoming acquainted with our teachers and their work, that it was not necessary to remain one half of a day in the schools of our better teachers and have endeavored to spend more time where I could be of greater service.

But it requires two months to visit all of the schools, even without loss of time, and as our school terms are very irregular in opening and closing, it would sometimes happen that a school would be closed before it could be reached by visiting in rotation. And I would respectfully recommend that more time be given to the fall schools. During the months of July and August all of the schools should be closed, for I find a smaller per cent. of the children in attendance during these months than at any other portion of the year — besides the excessive heat renders some of our school houses almost intolerable.

During the past two years I have watched with interest the growth of our teachers. Most of them have improved their standing and shown themselves worthy of their profession. We have had comparatively few failures, some of these arising from young and inexperienced teachers crowding into the larger and more dif-

ficult schools to manage, and not proving sufficient to meet the emergencies.

Very much depends upon the judgment of district boards in engaging teachers, as all holding certificates are not suitable for every school.

As 60 per cent. is the minimum average for a third grade certificate, it some times happens that inferior teachers may work themselves up to the required standing, and by right claim certificates which cannot be denied unless there has been previous proof of their inefficiency as teachers. Certificates for applicants for schools should be carefully examined by district boards before engaging them.

RICHLAND COUNTY.

WM. J. WAGGONER, SUPERINTENDENT.

The report I this day forward you is, as a whole, nearer correct than that of last year, personal knowledge enabling me to make some corrections in the reports I receive. But few persons possess the necessary qualifications, or have the practice, to discharge such clerical duties without mistakes, and as few will be offered pay for the service, accurate district reports are things very far in the future. Simplicity will tend to greater accuracy, and if there is anything in them that can be omitted without detracting from its general usefulness, it would seem well to do so. I encounter the feeling that they are useless, and as a result attention is only given to what is necessary to secure the public money.

A number of districts have changed the time of holding the annual meeting from September to August, (which should be made the time by legislative enactment), which, when it becomes universal, will insure more accurate financial statements.

The report shows an increased attendance of 5 per cent., and in those over 20 years of age an increase of 15 per cent., while there is a decrease of 36 per cent. of those under four.

The reported receipts of the year are \$32,677.50 against \$30,034.48 last year. There have been paid for building and repairs \$3,508.21 against \$1,349.90 last year. There were paid to male teachers \$246.47 less than last year, and to females \$1,035.44 more

The expenditures of the year are \$25,904.54, being \$3,492.39 more than last year, and leaves in the treasuries \$8,464.20, a little more than was reported last year.

PROGRESS.

As evidence of progress I would instance the building of comfortable houses, many efforts to provide for the regular attendance of the children, more visits by officers and parents, frequent inquiries concerning the qualifications and success of teachers before hiring them, a higher appreciation of the service of live teachers, and a better comprehension of the theory of teaching with more thorough work on the part of nearly all engaged, are unmistakable evidences.

By doing a large amount of "field-work," giving my time and whatever ability I possess to the study and discharge of the duties of the office, I think, a healthy, growing interest has been secured. As useful means to this end I would note: 1st. The use of a column in the *Richland County Republican*, in which I published thoughts and suggestions for the benefit of teachers, pupils and patrons, tabulated statements from teachers' reports, short communications from the same, other educational intelligence, and brief accounts of my school visits; 2nd, The close communication and confidence secured by the monthly reports of the teachers, which enables them to lay before me the condition and needs of their schools, for more effective operations when visiting. These monthly reports show the number of pupils enrolled, the average daily attendance, cases of tardiness, number of families whose children were tardy, whether communications are allowed, if text books are needed, if written examinations are had, the number of pupils with habits that would make them bad members of society, visits by board, parents and teacher, the wages, the names of pupils satisfactory in deportment, those neither absent nor tardy, and those that have studied faithfully, and any other items that they might desire to communicate.

In July I prepared and forwarded the following circular:

OFFICE OF COUNTY SUPERINTENDENT OF SCHOOLS,
RICHLAND CENTER, Wis., July 30, 1878.

To the Citizens assembled at Annual School Meeting:

GENTLEMEN: To convey you information on the progress and condition of

our schools, and to offer some suggestions for your consideration at this meeting, is the object of this circular.

In section 92 of the School Law, which describes the powers and duties of the county superintendent, you will find him charged with the following: "To visit and examine all the schools and school-districts within his jurisdiction as often in each year as shall be practicable; to inquire into all matters relating to the management, the course of study and mode of instruction, and the text-books and discipline of such schools, sites, outbuildings and appendages, and of the district generally; to advise with and counsel the district boards in relation to their duties, and particularly in relation to the construction, warming and ventilation of school-houses, and the improving and adorning of the school grounds connected therewith, and to recommend to school officers and teachers the proper studies, discipline and management of the schools."

In the prosecution of those duties it has been my good fortune to visit 118 schools in the county, most of them twice, and many three times. I find some imperative demands that cannot be neglected without districts losing money or endangering the health of the children, saying nothing of the loss sustained in not securing their proper development.

I find a large number of teachers are conscientiously working to honor the calling, by giving their time and talents to the work of instruction. I find others who apparently labor under protest, not loving the profession well enough to strive for greater excellence in the work. There are still others who have "mistaken their calling," or lack the mental qualifications, the skill, judgment or energy necessary to do what is expected of them.

I find the country schools in various degrees of advancement, some very backward, most middling, while a few are working under a reasonably "high pressure."

I find a few good, comfortably furnished houses, a large number that answer the purpose of a school room, an equal number that, with repairs and re-seating, would answer quite well, while there are about twenty that are almost unfit for the purpose.

That you are impressed, in some degree, with the value and necessity of our common school system is evident from the large sums willingly paid to erect school houses and furnish them, to repair others, provide fuel and pay teachers—aggregating not less than twenty thousand dollars a year. Also evidenced by frequent inquiries for energetic, well qualified teachers, and in the universal anxiety for more substantial progress in the schools, giving better returns for the time and money expended. I am desirous that you become still more interested, and have been laboring to acquaint every one with our present educational condition, that such action will be taken as will insure you larger and quicker returns for the investment.

SCHOOL HOUSES.

After selecting honest, capable, unselfish men to administer the affairs of the district, and providing means to pay the necessary expenses of the year,

your attention is called to the necessity of making your school houses comfortable. This is done by making them warm by clapboarding, if log, by daubing or pointing, supplying glass, banking up the sides even to or above the floor, providing a good, large stove and plenty of pipe, then a supply of dry wood, and you will have done all that can be done in the way of warmth, but do not for a moment entertain the thought of not doing anything to make the house warm because it is sold and you expect soon to build. If you are going to use the house, patch and bank up in such a manner as will keep out the cold, otherwise you make a draft on the vitality of those who look to you for protection, and in many ways will the school prove unprofitable. The difficulty of keeping the feet warm, a necessary condition of good health and a well ordered school, would be greatly obviated, if every school house were carefully banked up to prevent the circulation of air under the floor. Where the house is comfortable, though badly seated, it would be a good investment to make or buy some properly constructed, substantial seats and desks, which could be used in a new house, and almost the comfort and convenience of a new house be at once obtained, besides it would divide the tax of furnishing and building. As your children are expected to spend nearly six hours a day, from five to nine months each year on the seats of the school room, their health and comfort depend largely on the construction of these seats. But few school rooms in the county are supplied with suitable ones; badly constructed, or improperly arranged seats and desks, are a constant source of deformity, disease and disorder among the children.

SURROUNDINGS OF THE SCHOOL HOUSE.

Of the 123 school houses in the county, only 22 have grounds enclosed. They should all be fenced, and a live, practical teacher will see to having trees and shrubbery set out and have flowers growing—all sources of proper education.

The gate, a constant expense if not allowed to lay on the ground, should be strongly made, and the most durable hinges I have noticed consist of $\frac{3}{4}$ inch square iron, one piece with an eye and the other with what might be called a hook; most blacksmiths have made them. Where hogs and sheep are not running in the road, a good obstruction to other stock can be made by taking some posts six or eight inches in diameter and six feet long, dress smooth, place three feet in the ground, and make of them three parallel rows in front, or inside, of the gateway and parallel with the fence; they must be close enough to prevent cattle walking through, and placed diagonally from the first row.

Of out-houses in good condition, 50 were reported. I should be happily disappointed to find even that number in "good condition." True modesty and decency demand that each district should have at least one; let them be properly cleaned before school commences, and, if necessary, specially charge the teacher to adopt measures to keep them decent. I know it can be done.

CHARTS, MAPS, APPARATUS, ETC.

Every school-house should have a blackboard extending across the end opposite the door and on both sides between the windows. It should be five feet wide and come within $2\frac{1}{8}$ feet of the platform or floor. If your house is old and you intend building soon, for the present make one 5 by 12 feet; by all means get one without delay, and the larger the better. Many blackboards are now so glazed that they cannot be used; plane and paint them, using oil, lampblack and a little emery. Two coats now and another occasionally will keep it in fair condition. Probably the most satisfactory thing to use is liquid slating, which can be had of the dealers in school furniture, maps, etc., here. Knowing the needs and value of this article makes me thus explicit, that no excuse can be given for not having one suitable for use. Chalk, or crayons, register, pail, dipper, broom, shovel, wash-basin, sheepskin for rubbers, all are necessary articles that you will not fail to supply. A chair, a small table with a drawer, are valuable additions to the school-room, and should take the place of the clumsy, uncomfortable, book-destroying teacher's desk in many rooms.

No district can afford to do without some kind of Reading Charts or Cases for the beginners, their progress is much greater where they are used. A map of Wisconsin, one of the United States, one of the World, some writing charts and phonetic charts are articles you should obtain. A copy of the late law and the names of dealers in these articles you have received from the State Superintendent. A few districts have lost their dictionaries. It is the book of the school room, and should be secured without delay. After first supply, it is furnished at cost (\$8) by the State. I have the necessary blanks to make out for it.

Whatever of these articles you have or may get, make the necessary preparation for their preservation, and when delivered to the teacher hold him or her strictly responsible for their careful use and protection. Teachers who cannot use, or fail to exercise a proper oversight over the property of the district while under their charge, lack essential qualifications of the true teacher.

SCHOOL TERMS.

Over one thousand dollars are wasted every year in this county by dragging out summer schools through July and August. During these hot months few children go to school, and in a large majority of cases learn very little. For truth of this, examine your registers and compare the attendance in July with May. There are two or three weeks in the spring when the roads are wet and muddy that it is not well to have school. Another vacation might be had between Christmas and New Years. You will also observe that neither teachers nor pupils can do complete justice to more than a three months' term without vacation, and that all high or graded schools hold their sessions from the month of September in one year till the fifteenth of June of the next, and that vacations occur as often as once in three months.

The graded schools in this county are conducted on this plan, and a num-

ber of the country schools have tried it, and I trust nearly all will soon adopt it. In arranging the terms, something like the following divisions will be found applicable:

FOR A FIVE MONTHS' SCHOOL.

First. 2 months fall, 3 winter; commence the middle of September, and have a short vacation between the terms.

Second. 3 months winter, 2 spring; commence last of November, and the spring term as soon as the roads are dry.

Third. Five months term to commence early in October and have a Christmas vacation.

FOR A SIX MONTHS' SCHOOL.

First. 2 months fall, 4 winter; commence early in September, have one week's vacation, then another during the holidays.

Second. 4 months winter, 2 spring; commence first of November, a week's vacation during the holidays; as soon as the roads are passable commence the spring term.

FOR A SEVEN MONTHS' SCHOOL.

First. 2 months fall, 3 winter and 2 spring; commence early in September and observe about the same order of vacations already given.

Second. 5 months winter, 2 spring; commence early in October and observe vacations as before.

FOR AN EIGHT MONTH'S SCHOOL.

First. $2\frac{1}{2}$ Fall, $3\frac{1}{2}$ Winter, and 2 Spring; commence early in September, and give such vacations as are already noticed.

Of these plans the first in each is considered best. With a little calculation the above arrangement may be adapted to any district in the county. If you get a good teacher you can keep him, or her, for the whole term greatly to your profit. It is better to pay \$50 to an intelligent manager and worker, than \$5 to a drone. While some of the time included in these arrangements may include "sugar-making," "corn planting" and husking, I submit, whether they will keep as many from school and for as long a time, as "corn hoeing," garden work, and harvest. The published Monthly Reports I receive from teachers will give you something of an idea of the attendance at different seasons, also a knowledge of other matters.

HIRING TEACHERS.

The most responsible duty of all is hiring a teacher. Unless he, or she, is a good one, the money is thrown away, the time of your children squandered, and your expense and efforts of no avail. The safest plan is to hire one of whose success in teaching you have personal knowledge, or on the recommendation of some one that possesses such knowledge. So important is your interest in this matter that I would urge every citizen, when passing a school

in any section of the county to stop, and walk quietly in and spend a little time while yourself or team is resting, in taking observations on the work that is being done. Such is your privilege, and the importance of the teacher's work all parents recognize, and I know of no one thing that would do more to render teachers thoughtful and diligent, and as a consequence efficient, than to have their school work in shape for a visitor at any moment.

While much is expected of teachers, without your cooperation little can be done. Make it a point to assist them in all things, and when they propose measures or do acts that you deem impracticable or unnecessary, have a confidential talk with them on the subject but let no word or act of yours convey to your children the idea that the teacher is wrong. The complete progress of the school largely depend on your countenance and support, and when teachers' are hired because you know they are qualified to teach and govern your school, it should prove a success.

So far as I possess the ability to discern, I will not shrink from the delicate task of requiring every teacher to stand on his or her merits as exhibited to me at examination and school visits, and to sift out the absolutely incompetent; and I hope to receive your cordial support in the effort.

In marking certificates, 8 is considered very good, 7 fair, while 6 is passable. It is designed that these numbers show the person's knowledge of that branch, and not that they answered so many questions out of ten. The marking for "Ability to Teach" is made after seeing the candidate teach and embraces, knowledge, ability, and will use it, the mental discipline secured, tact to instruct, ability to govern, etc. Always get the best teachers you can for the money you have to pay, remembering that it is better to have a shorter school and a better teacher if you can not have both. And there are many female teachers in the county that with your support, will successfully teach any of the Winter schools, and as men can earn more money in other employments, you can hire a well qualified woman for what you may pay an inefficient man. Boys and girls are seldom profitable teachers; the work needs a maturity of mind that youth can not possess, hence other things being equal a person over 18 years of age is always to be preferred.

Come to the Institutes and Examinations and judge yourselves of the character and ability of our teachers; and it would save running, and writing, and disappointment, if district officers would engage teachers at these places.

ATTENDANCE AND INSTRUCTION.

Nearly all of the Winter schools are well attended, and in a few cases, beyond the capacity of the houses to accommodate. Where a school is full it would be better to keep the youngest pupils out, that the oldest ones who may be going for the last time may have nothing to interrupt them in securing the greatest improvement possible. With the increased opportunities of each year, the younger ones may gain the loss of a term.

There is yet a great deal of irregular attendance on the schools that needs a remedy. If the people are very earnest about the progress of their children, a

"course of instruction" might be adopted in many districts that would require almost daily attendance to prosecute, which would materially improve it and be of great benefit. Let us look forward to something of this kind.

ANNUAL MEETING.

Section 17 of the School Code provides for changing the annual meeting from the last Monday in September to the last Monday in August. Many districts have made the change and all should do it. If it could be held still a month earlier it would be all the better. By law, the school year ends the 31st of August, and the District Clerk's report is made up to that time. If the meeting were held before, the same report of the condition, finances, etc., of the district, made to the meeting, could be made to the Town Clerk, which would insure greater accuracy. It also gives more time for making repairs, getting fuel, and hiring a teacher.

NEW BUILDINGS.

As each year witnesses the erection of new school houses, in order that they may be adapted to their use, I wish to offer some suggestions, and they are not founded in fancy but are the result of careful observation, study, and experience. Suit yourselves in the material and the quality of the work, but for the purposes of a school observe the following:

Make it as near square as possible, (the teacher has a better view of the school), of good size and height, put a door in the *south end* and no windows in the north, let the bottom of the windows be high from the floor, and if they can be let down from the top by letting down on one side and raising from the bottom at the other, good ventilation will be had; if not ceiled throughout with lumber, wainscot up to the blackboard and windows; the blackboard should be part of the wall, about five feet wide and come within two and a half feet of the floor or platform, extended entirely across the north end, and down the sides between the windows—a projection four inches wide should be made at the bottom to hold the crayons and rubbers; a platform six inches high and five feet wide should extend entirely across the north end; hooks for clothing, etc., should be placed on the south end and in the corners make two or three shelves; the stove should stand near the door and the pipe run to a chimney in the opposite end. As this matter of heating is of prime importance, every school house should be heated by furnace, similar to the stores in Richland Center. Take this matter into consideration before building, and you may be assured that the health and comfort of the children will soon repay the extra cost, which is only first cost, as the after expense is less than to use a stove in the room. Warming the house in this way would secure the children against sitting all day with wet feet and do something towards stopping the inroads of fever and consumption.

Before determining the size of the house calculate the amount of room required for seats, desks and aisles. It should be arranged so that not more than two pupils occupy the same desk. If you wish to get the improved seats and desks, Messrs. Downs & Co., Richland Center, and Thomas Lewis

Esq. of Richland City, are agents for their sale in this county. As they are used in Richland Center, Lone Rock, Sextonville, Woodstock, Richland City, the Young, and Hallen schools, you can examine and measure them and make as near like them as possible. Lest all cannot do so I will give a few directions. The seat should be twelve inches wide, the front edge one inch higher than the back, and be from 12 to 16 inches high to suit different sized pupils; the back which will be the front of the desk, should incline three or more inches from a perpendicular, the desk should not be less than 18 inches wide and 40 long and be inclined not to exceed one inch from a horizontal, and under it should be a rack or shelf for holding books, &c.; when placed, the desk *must* project over the front edge of the seat; remember that a desk is to be used by a person sitting there, and should not be made for the convenience of men and women getting in and out of it.

Now to obtain the size of the school-house, consider how many pupils you wish to accommodate and find the space that the seats and desks, allowing about two feet for each aisle, and always having one up the center of the room under the stove pipe; then you can arrange to have four rows of double desks with aisles between each, and aisles on each side next to the wall; or two rows of double desks, and one row of single desks, the latter arranged along the wall.

The platform across the north end will take off 5 feet, and there should be 4 feet more in front of this for recitation seats. A table with a drawer, and a chair should be provided for the use of the teacher. From these statements you can calculate the size of what will prove to be a convenient and valuable school room. I shall be happy to render any assistance in preparing plans for building you desire.

Hoping these suggestions will aid somewhat in the work, on the prosperity of which depends the perpetuity of the free institutions that are America's pride and boast,

I am, zealously your servant,

WM. J. WAGGONER,
County Superintendent of Schools.

N. B.—*To District Clerks and Treasurers*.:—I would ask that you give special attention to making your reports this fall that they may give an accurate condition of affairs. The clerk will obtain from the treasurer such items as are needed for the financial statement. (If the annual meetings were held in August, the treasurer's report would contain this.) The clerk of a joint district should receive one small blank from *each* town clerk, and *also*, a large one from the clerk of the town in which the school house is located. He will see by an explanation on the small blank that he should not insert *anything* in items 1 and 17 of the *large*. By carefully observing this, no serious error need occur.

I hope town clerks will see that the district clerks are promptly provided with blanks as above. If the State Superintendent does not send enough, write to him for what you need.

W. J. W.

INSTITUTES.

Two successful Institutes were held in Richland Center during the year. The one in April, conducted by Prof. Duncan McGregor, was of four and a half days' duration, in which we enrolled 101 members, and averaged four days' attendance for each. The two weeks' Institute, in August, was conducted by Prof. Warren D. Parker, assisted by Prof. A. Salisbury. Sixty-five members were enrolled, who went away feeling well paid for the time and expense, and resolving to co-operate with the superintendent in his efforts to raise the standard of qualifications. Essays were read by Mrs. Eastland and Mrs. Baker, and the Misses Daggett, Holden and Pierce. Lectures were delivered by Rev. L. Leonard, and Profs. Parker and Salisbury.

THE EXAMINATIONS.

I have secured much valuable improvement, and the commendation of the people, by rigidly requiring each candidate to depend on his or her already acquired knowledge. Some work has been suggestive of what should be known. In the oral exercises I aim at three things: 1st. To impart instruction. 2d. To indicate methods for school exercises. 3d. To ascertain the knowledge and power of the applicant. By fearlessly pursuing the above course, and classifying as practiced here, and indicated in the accompanying circular, headed "Examinations," etc., it has aroused the ambition of many teachers who have sought the means necessary to secure rank among the best in this county.

CIRCULAR IN REGARD TO EXAMINATIONS.

All who have attended my former examinations must have learned that no effort will be spared to make them practical, and have the result a fair and truthful exponent of the candidate's knowledge. I trust that you have been making good use of your time in securing that culture that promises success. If your leisure hours from school-room duties have been thus employed, you can confidently anticipate the result. Should you fail at this examination, you can attend all the others, if you choose. Permit me to advise you not to seek knowledge for the purpose of getting a certificate, but for the value its acquisition is to yourself and associates, and the examinations will be nearly shorn of their terrors.

As a certificate in the lowest, or third grade, includes a range of subjects such, that a proficient in them is unquestionably a fair scholar, justice to this

class requires grading, which is being practised in this as well as other counties with good success. Each year witnesses the addition of a new force from our schools and a retirement of others from the service. It does not seem just that the inexperienced should take rank with those who have spent years in fitting themselves for the profession, hence we have decided on the following regulations, contained in our report to the county board, as likely to secure the best results:

Class A includes those who have taught one year, are not less than six in any branch, and are known to be successful in governing schools.

Class B includes those of less experience, or fall below the standard in some branches, or have indifferent success in governing.

Class C embraces beginners and all others.

"Theory and Art" is divided on the certificates into "Theory and Teaching," and "Ability to Teach." The marking for the latter is made after seeing the holder in charge of different schools. This embraces knowledge, the ability and will to use it, the necessary tact to impart information, secure mental discipline, and rightly govern a school. The certificate tells the number of months the holder has taught, and the days' attendance on Institutes for the two preceding years.

By the above distinctions school offices can judge with some certainty of a candidate's fitness to teach their school, and it is hoped that they will prove an incentive to better qualifications and better work on the part of teachers, which will secure the cordial appreciation of the friends of the public schools.

SUGGESTIONS ABOUT KEEPING THE "ROLL OF HONOR."

In order that the published reports of teachers may represent a uniform standard of merit, each teacher should require the observance of the following rules before placing a pupil's name on the "Roll of Honor:" 1. *Must not commit acts demanding reproof.* 3. *No communication without leave.*

For numerous reasons I hope to see these two rules complied with in sending me names. I know my teachers require more than the above, and I think none should be satisfied with less.

Believe me zealously your friend,

WM. J. WAGGONER,
County Superintendent.

RICHLAND CENTER, April 2d, 1873.

CERTIFICATES.

During the school year ending August 3, 1873, 372 applicants attended the examinations, of which there were seventeen public public ones, and 30 private, granted to individuals after the class of the public examinations. Of these 245 received certificates, 56 of them being limited on account of failure in some branches, a majority of whom taught one term satisfying their patrons. If they

pursue the vocation I expect them to take full time certificate when they next attend. To draw the division line of qualifications where so few have an abiding interest in the work, or a thorough comprehension of the subjects taught, is very difficult, and mistakes liable to be made. I find those not qualified in knowledge who possess that character of mind that enables them to perform the duties better than others of superior acquirements. This will serve to explain why so many limited certificates are issued when there would be teachers enough without them. And when we consider that nearly all of the 372 applicants thought they could pass a suitable examination, to them, the officer's action appears quite arbitrary.

By as faithful a supervision of the schools as is possible with the number, and in this broken country, a wholesome rivalry and greater exertion have been secured between schools and teachers, and I anticipate a less number of failures by future applicants. They should be partially prepared for the work by frequent written examinations in school, where time can be taken to explain the points of failure.

SCHOOL HOUSES.

It is a pleasure to again record the building of new houses, the number this year being eight—all frame but one, which is log, the old one having been destroyed by fire about the middle of the winter term. I have not seen these houses but know that an effort has been made to render them convenient and comfortable, some receiving the improved furniture. The houses range in cost from \$400 to \$1,200.

VISITING—CONCLUSION.

Owing to the prevalence of the epizootic, and the severity of the winter, I made a less number of visits than in the same time last year. The work of the superintendent here is not more needed in the school room than outside, in the dissemination of such information as will tend to the upbuilding of a sentiment that will sustain zealous thinking teachers in their efforts to progress, and thereby secure their active co-operation in all measures that tend toward improvement.

In conclusion I will say that the people of this county are moving slowly forward, her educational interests and facilities keeping pace with the development of those resources on which material prosperity depends.

9—SUPR.

(Doc. 5-)

SAUK COUNTY.

J. H. TERRY, SUPERINTENDENT.

The following extract from my annual report to the County Board of Supervisors, exhibits the condition of public education in this county during the past year:

A correct view of the existing condition of the educational work of the county necessitates the presentation in detail of the state of each separate agency that forms a part of the system. The first in importance is the

UNGRADED DISTRICT SCHOOL.

Of these schools the county has 151. Individually considered, they occupy but a humble station among the educational forces; regarded as a whole they constitute the instrumentality that must be relied on to secure the principal part of the results to accrue from the whole system. To them the majority of all the children are indebted for whatever literary culture they have acquired. For their maintenance more than that of any other class of institutions is a school fund provided, and burdensome taxation submitted to. Hence the necessity of increasing their efficiency to the highest possible standard. That they have at this time scarcely attained this anywhere, and in many parts of the county they are so far from it that they will not in years, if ever, reach it, may be easily accounted for; but the remedy for this state of affairs is not easily prescribed. To popular indifference, and a low popular estimate of the worth of the school, is attributable the greater part of all the defects and the positive evils that belong to this part of the system. Yet deficient as these schools are, little as they benefit those who attend them, there is satisfaction in the thought that the last year has been productive of results quite as good as those of any previous year, if not better. A prominent source of their weakness is the inexperience and incapacity of their teachers. There is no remedy for this, so long as many districts are unable to appropriate for teachers' wages an amount sufficient to secure better qualifications. The efforts made by many weak districts in the county to place their schools in charge of competent teachers are such as to

command the admiration of all who witness them; yet with other occupations offering better inducements to skill and culture, even such efforts are often but partially successful. The number of teachers who have acquired little skill in their work, must, so long as the present financial obstacles remain in some of the districts, and the present ideas of public education prevail in others, be largely in excess of the other class. Yet it is believed that the proportion of teachers who have chosen this work for their occupation has never been greater than during the past year. Other evils than that of poorly qualified teachers have afflicted this class of schools, and the attention of the people has been called to the principal ones through a circular issued to the annual meetings.

THE GRADED SCHOOLS.

Of schools belonging to this class, using the term loosely, there are nine in the county. They represent all degrees of efficiency, from that of the average country school to that of the best high schools of the state. As there are large interests at stake in this class of schools, the usual tendency of public sentiment in regard to them is toward a higher standard, both of scholarship and discipline, than is demanded for the ungraded schools. An important purpose is served by many of them aside from that constituting the prime object in establishing them, viz., the preparation of teachers for the lower class of schools. As no institutions nearer than the state normal schools are designed expressly to meet this want, it is most desirable that it should be met, even to the present limited extent, by this agency. Even where no direct instructions are given as to methods of teaching, the superior skill manifested in the management of these schools is a good model for those who are to become teachers, and is quite frequently imparted in some measure to the schools of neighboring districts. It is highly creditable to them, that while carrying their respective courses of study somewhat beyond that of most country schools, their work in the elementary branches is, in most instances, far more thorough and satisfactory than in the latter class.

THE SUPERINTENDENCY

Is another part of the school system which not only deserves, but during the last few years has received, no inconsiderable share

of attention from the people; and, although there is a wide diversity of opinion as to the necessity of this branch of the service, all will probably agree in the desire to know that it is serving the purpose for which it was instituted, and that the money which it costs is fairly earned. The work which engrosses most of the time of the superintendent may be stated in four general divisions: 1st, the examination and licensing of teachers; 2d, the holding of teachers' institutes; 3d, increasing the interest of the people in their schools by writing and addresses; 4th, supervision of the schools.

EXAMINATIONS.

During the year more than 300 applicants for certificates have been examined, and 235 of these have been licensed. The number of certificates in force at any one time has not been largely in excess of the number of schools. Any regard for either the letter or the spirit of the law that provides for these examinations, renders it impossible that it should be otherwise. In fact, at no time is there a sufficient number of teachers in the county, qualified as the law evidently contemplates, to take charge of all the schools. Hence, upon the principle that poorly qualified teachers are better than none, has come the necessity for fixing a standard of qualification so low that nothing but the exigencies of the public interests would justify it. To go still lower than this and issue a still larger number of certificates would not only be the height of folly; it would be an outrage upon the schools—the surest way to impair their usefulness. More than this, it would defeat the most important end sought in the passage of the law, viz., the exclusion of incompetent teachers from the schools.

INSTITUTES.

Eight weeks of the year have been spent holding institutes, as follows: one week at Delton, one at Spring Green, two at Logansville, and four at Prairie du Sac. The good results of work of this kind are doubted only by those who know nothing of the condition of the schools and the needs of the teachers. Nearly 200 different teachers received a greater or less amount of benefit from these gatherings. It is hoped that the long term or Normal Institute has become in Sauk county an established part of the educational machinery. If this be the case, the people and the teachers are to be

congratulated upon their good fortune in securing an advantage that is enjoyed by but a small part of all the counties of the State. Until that happy era arrives when the county shall have within its borders some institution of its own devoted to the preparation of teachers, the teachers' institute will be the only source of professional training available to the greater number.

AWAKING POPULAR INTEREST.

Considerable time has been spent in preparing circulars and articles for the press, having in view the increase of public interest. At five different points meetings have been held to address the people, and confer with them regarding their schools. Although it is impossible accurately to measure the influence of efforts of this kind, there is no reason to suppose they have not wrought good. Work of this kind is far from being least in importance. Upon the amount of interest felt by the people in their schools depends almost their entire value; reform in the sentiment of the district must precede all other reforms. In this connection may also be mentioned the organization of a County Teachers' Association, which it is believed, will be an effective instrumentality, not only in educating public sentiment, but also in increasing the zeal and ability of the teachers.

SUPERVISION.

This part of the duties of the office, popularly supposed to be the principal part, both as regards the superintendent's time and the people's equivalent for the cost to them of the office, must necessarily, in a county as large as ours, be of secondary importance. If the schools are all to be visited in the year, the visits must be so short as to become nearly worthless. If a sufficient length of time is to be used at each school to ascertain its character and suggest the remedies for its most obvious faults, then a large number must be ignored during a long interval. Yet, imperfect as this work must be done, good results flow from it. With a number of schools about one-third as great, this would become the most potent means for the improvement of the schools at the command of the superintendent. Even with our present large number it is essential, as affording the only sure method for obtaining that acquaintance with the teachers necessary for an intelligent

exercise of the superintendent's judgment in certain cases. It is also essential for affording that acquaintance with the people that must precede the exercise of a beneficial influence. During the year, 129 visits have been made. During the last twenty months, with eleven exceptions, all the schools in the county have been visited.

CONCLUSION.

Having thus briefly brought to your notice the condition of the different parts of the educational field, I would state, in conclusion, that while there is very much to be reformed, there is something upon which we may justly congratulate ourselves. Though the condition of the schools is far from satisfactory, there is no spot in the county so wild, so barren or so isolated that it has no school accessible to its occupants. While there are many teachers destitute of both learning and skill, there is a large number who honor the calling they have chosen. While there is a state of ignorance and indifference regarding public education that at times discourages effort and disheartens the laborer, there is yet on the other hand a degree of intelligence and wisdom that is full of promise.

WASHINGTON COUNTY.

F. REGENFUSS, SUPERINTENDENT.

IMPROVEMENT.

I am happy to state that I find a marked improvement in the schools of our county generally for the year, and especially in those districts where the school officers and the parents take a lively interest in the cause of education. The theory and practice of teaching is beginning to interest our teachers more and more, and the old system is passing away before the improvements of the present; and, as one of its consequences, a more regular attendance is secured, as shown by the statistical report. The people generally manifest a growing interest in their schools, as is indicated by the annual school meetings. So far as I have heard from those meetings,

appropriations have been made in many districts for improvements, by way of building new school-houses, repairing, painting, enclosing school grounds, purchasing apparatus, etc. We have already five districts in this county that have graded schools; one with four, two with three and two with two departments.

VISITATIONS.

In regard to visiting schools I have to report that I had somewhat to neglect this part of my duty on account of the severe winter and blocked roads and especially on account of a painful sickness that confined me to my bed and room for nearly eight weeks. All the schools visited, with but a few exceptions, showed a satisfactory improvement.

AMENDMENTS OF SCHOOL LAW.

The amendments to the and the alterations of the school law, made by the last legislature are just and sound, particularly that portion which makes twenty days a school month, and gives the power of hiring a teacher into the hands of the board, as a whole, instead of the clerk.

Generally, we have every reason to be encouraged and engaged in the work with renewed vigor and energy for the ensuing year, for there is every prospect of making the schools in this county equal to those of any other county, since we have the talent, and good will among us; and I have so much faith in the good will and moral intelligence of my fellow citizens that we will reach very soon the standing we are aiming at; and although some think we are working *slowly*, let them understand that we are working *sure*.

WAUSHARA COUNTY.

THEO. S. CHIPMAN, SUPERINTENDENT.

As the general plan of school work in this county has been much the same as in preceding years, no lengthy special report seems to be necessary.

NORMAL INSTITUTES

Have been held as follows: At Plainfield, September and October, 1872, attendance 33, term seven weeks, and at Auroraville in March and April, 1873, term of seven weeks, with an attendance of 98, closing with the State Institute of four days, conducted by Robt. Graham, attendance 113. Much good work was done. At the spring institute no tuition was charged; heretofore it has been customary to charge tuition at the county, long-term institutes.

CERTIFICATES.

Of the 163 certificates of all grades issued, two have been given to persons 15 years of age; ten to persons 16 years of age; fifteen to persons 17 years of age, and 134 to persons 18 or more years of age; 31 have been to residents of other counties, thus leaving 132 as the number of all grades in this county, who have received certificates. Three 1st grade, thirteen 2d grade, one hundred and twenty-six 3d grade, twenty of which were limited to six months' time, and twenty-one limited 3d grade were issued.

At the fall examinations, 19 failed to receive certificates, and at the spring examination, 70. Six were withheld on account of the age of the applicants, and 83 failed to reach the required standing in the different branches.

There have been required 89 teachers to teach the schools, and 159 different persons employed.

SCHOOL HOUSES.

Have been erected as follows: At Coloma, a large frame house, well seated and provided with sufficient black-boards, capable of seating 60 pupils, and well adapted to the wants of the district; in school district, No. 5, in the town of Wautoma, known as the Webb district—a good, substantial frame house, capable of seating about 50 pupils, furnished with patent, improved seats; the first school-house in the county to adopt the modern improvements in seats and desks. School houses are in process of construction in joint district No. 4, town of Hancock, known as the Yout District, and in Warren, at Hamilton's Mill, both to be ready for the next winter term of school.

The school-house at Mt. Morris has been painted and otherwise

refitted with a "leanto" built for wood house and well. The plan adopted here of having the well in a small room built for that purpose and the room under lock and key and in charge of the teacher during a session of school, is a plan that would be well to adopt in many other districts.

TEACHERS' ASSOCIATION.

One meeting of the Teachers' Association of Green Lake, Marquette and Waushara counties, was held at Aurooraville in the winter, as this was the first meeting, and one of the coldest days of the winter, few were in attendance. It is hoped that these meetings of the Association may be continued.

APPARATUS.

A large number of districts—35 according to the reports of districts—have been furnished through agents with Mitchell's outline Maps at an expense of \$22 per set. A few districts have purchased Chapman's Sectional Map of Wisconsin, and a few others, writing charts, A. B. C. charts, and Globes.

VISITATIONS.

In visiting schools during the winter, all but seven were visited once. All the districts were visited once and some twice, but of seven no school was in session at time of visit, owing, in some cases, to adjournment on account of sickness of pupils or teacher, or vacation, want of teacher, or close of session. Of the Summer Schools all but six were visited once; these six were all closed before I was able to visit the districts, (owing in some cases to short terms of school) except one visited before and after session of school. Every district visited once. Some schools have been visited twice during a term. 120 visits were made to schools in the winter and 116 in the summer.

*FOND DU LAC COUNTY—FIRST DISTRICT.

W. L. O'CONNOR, SUPERINTENDENT.

The First Superintendent District of this county consists of the towns of Alto, Eldorado, Friendship, Fond du Lac, Lamartine, Metomen, Oakfield, Ripon, Rosendale, Springvale and Waupun, comprising ninety-one (91) school districts, in each of which a school has been maintained for five or more months, during the past year.

SCHOOL HOUSES.

Two school houses have been built in my jurisdiction, during the year; one in district No. 3, in the town of Friendship, and the other in district No. 6, in the town of Waupun. The former is a wooden structure, costing about \$1,000; the latter is of brick, and was erected at an expense of something over \$1,600. Both are well built houses, conveniently seated, properly ventilated, and are highly creditable both to the towns in which they are located and to the districts that erected them. Most of the school houses, in my district, are now comfortable and convenient structures, and the out-buildings are generally in good repair.

APPARATUS.

Comparatively few of the school-houses are supplied with anything in the shape of apparatus, excepting a blackboard, which, I am happy to say, has come to be regarded as nearly as much of a necessity in a school-room as a teacher, and I look forward to a time, not far in the future, I hope, when a much more extensive apparatus will be regarded as a necessity even in our smaller district schools. A few of the schools are supplied with maps, charts and globes, but none are supplied with all the appliances that our best instructors regard as necessary to the successful prosecution of the work of education.

TEACHERS.

I do but simple justice to the teachers under my supervision,

**Not received in season for insertion in its proper place.*

when I say that as a body they are faithful, earnest and conscientious workers, in what they believe to be an honorable and responsible calling. Fully conscious of the importance of the work it is theirs to do, they have been eager to learn, and prompt to adopt, any improved method of imparting instruction, and earnestly desirous of being fully up to the times; and thus I have ever found them ready and willing to receive advice and adopt my suggestions. The people of the district, as a whole, are by no means indifferent to the paramount importance of good schools, and with rare, and, I hope, decreasing exceptions, are willing to liberally support schools, when they can see an adequate return for the outlay.

EXAMINATIONS.

There were present at the examinations held during the year, 300 candidates, of whom 236 received certificates. Second grade certificates were given to sixteen candidates and third grade to two hundred and twenty. I have granted eight special certificates, generally upon application from school boards for such license. Thus there is, at this time, an excess of 132 teachers, in the district over the number required to teach the schools. The examinations have been part, oral and partly written. The questions have been fair test questions free from quibbles and catches.

INSTITUTES.

Believing that the most effective way to improve our schools, is by improving the teachers, I established institutes at three points, Ripon, Waupun, and Fond du Lac. These institutes were well attended, and I believe productive of good results, both to the teachers and the schools of the district. At each meeting of the institute class exercises were held by one or more departments of different schools in the district. The classes introduced commendable drill, and acquirements creditable alike to the scholars, their teachers, and the districts to which they belonged. The teachers furnishing classes were, Miss Belle Smith, of Lamartine, Mrs. E. B. Richards, of Ripon, E. M. Millard, of Waupun; John Ingalls, of Ripon; Kirk Spoor and Miss Hattie L. Simpson, of Brändon; and great credit is due these teachers not only for the excellence of the class exercises exhibited, but for their assistance in making the institutes interesting and profitable. The principal object of these

institutes was to secure, as far as practical, a uniformity in the methods of conducting school exercises in the different schools in the district so that in case of a teacher changing from one school district to another, his or her method of teaching might not be altogether new to the new school. Much of the usefulness of our schools is lost by the time spent by scholars having to become acquainted with the new methods of teaching introduced by the new teacher. The great variety of school books in use, adds to the loss, and by the time the new teacher or scholar becomes acquainted with the new books and new ways of teaching, the term is usually nearly half gone.

COMPULSORY ATTENDANCE.

It is conceded by every candid thinker, that the great safeguard of republican institutions is in the intelligence of the masses. A nation, the great bulk of whose people are ignorant, never has, and never can succeed in an experiment of self-government. Acting upon the theory that the success of our republican institutions depends upon the education and intelligence of the people, the states of the Union, almost without exception, have established the free school system. Since the state has thus made ample provision for the education of all classes, putting the rich and the poor on the same footing as to school privileges, I sincerely hope for another step in advance, and that speedily; one that I regard as a duty, not only to our free institutions, but to the youth of the land, in whose hands they must, ere many years, be left to be strengthened or to fail, as we shall prepare this rising generation for the discharge of the trust to devolve upon them. The step forward in our educational system that I hope to see, is the compulsory attendance at school, of each child up to a certain age, for a certain portion of each year. I am aware that to very many, compulsory education may seem arbitrary, but you, gentlemen, may, many of you, remember the time when the levying a tax for the support of a free school was deemed equally arbitrary, and when the "taking of the money of the rich to educate the poor" was denounced more bitterly than is to-day the proposition to compel all classes to accept and improve the privileges secured to them. Nor do we believe, should such a law be enacted and enforced, that those, who by the stupidity, ignorance or cupidity of parents, are now kept from school, who under such a law would be fairly educated, would in

future years find fault with such requirements. They would recognize in it more of an act of justice, than an arbitrary enactment. It is a fact, worthy of our serious consideration, that in this first superintendent district, inhabited by people who pride themselves upon their intelligence and enterprise, there were reported 2,259 children of school age, who were not registered at any school in the district during the past year, and that we may safely say that more than one-half of this number should have been at school.

If the education of the masses be regarded as the safeguard of our free institutions, and a preventive of vice and crime, and if, to secure this end the property of the nation is to be taxed, then we claim that it is the duty of the state to use its power to compel all to avail themselves of the privileges thus secured. Such a measure would neutralize the complaints against our school system. The rich would be more willing to be taxed to educate the poorer classes if they were certain they would accept the boon thus conferred.

"DISTRICT QUARRELS."

Several "School District Quarrels," as they are called, have taken place in my Superintendent district during the past year. It has been said that these quarrels are a good thing: that they impart life to an otherwise dull and uninteresting school meeting, and by exciting an interest in school matters, accomplish a certain amount of good. It may be so, but I have failed to see it. These disturbances may be traced to innumerable sources. The hiring of a teacher without a certificate is one of them. But the most fruitful source of these annoying disturbances is in the district boards employing a relative of either of the board to teach the school. This almost always "kicks up a muss," especially if some one else in the district has a relative or friend who wants the school. It matters not how competent the teacher may be, if the best in the county, it would make no difference; jealousies *will* arise; the other party *will* find fault, and, in a little while, there is an outbreak, and a "school district quarrel" is started that may last a generation. My advice to school boards is not to employ a relative of one of the board to teach the school, under any circumstances: better to take an entire stranger. Peace and harmony in the management of our school affairs should be cultivated, and if neighbors disagree, it would be the part of wisdom to drop their differences and have nothing but *harmony* at the school meeting.

REPORTS OF CITY SUPERINTENDENTS.

GREEN BAY.

A. H. ELLSWORTH, SUPERINTENDENT.

It affords me pleasure in reporting the past school year as a successful and prosperous one in our city. By the liberal course adopted by our school commissioners, seconded by our citizens, our schools are increasing in popularity and strength. With the number now in daily attendance, we are enabled to make a successful grading, and with a popular principal and efficient corps of teachers, we look for still better results the ensuing year.

OCONTO.

H. W. GILKEY, SUPERINTENDENT.

Upon assuming the duties of this office, five months ago, I found several of the departments of our schools in charge of young teachers of limited experience, and very defective educational qualifications. The people had clamored long and loud for a class of teachers of experience and ability; but their petitions had been disregarded, and a deaf ear turned to their entreaties, until fault-finding and dissatisfaction had given way to disgust and indifference. Under this state of affairs, the common council were forced to interpose and remove the principal cause of complaint; since which time, our schools have enjoyed a tolerable degree of prosperity. Still there are several obstacles to educational progress in our midst yet, to contend with; the principal of which are jealousy, *partizan strife and private ambition.*

Our school accommodations are wholly inadequate for the number of pupils in attendance, aside from those who would like to attend, but are debarred therefrom for want of room. The people stand ready to meet any appropriations, by taxation, looking forward to the erection of school houses of sufficient capacity to accommodate their children for instruction; but those in authority are not disposed to act, thus effectually excluding many from the privilege of public instruction. Aside from this, may be mentioned a lack of school apparatus to illustrate the different branches taught; also a revision of the course of study adopted, to be pur and a more thorough gradation of all the departments.

Notwithstanding these hindrances, our new school year has commenced under very favorable auspices, and the present indications are, a more successful, harmonious, and prosperous school year than heretofore enjoyed since the organization of our city.

Our teachers' meetings, which we hold monthly, are well attended, and the exercises are participated in with an apparent relish.

In conclusion, I would state, that it shall be my earnest endeavor, while connected with the schools, to labor for their success, for around them cluster our fondest hopes of future safety and prosperity.

REPORT OF CONVENTION OF SUPERINTENDENTS AND PRINCIPALS.

MADISON, December 26, 1872.

Agreeably to notice, a convention of Superintendents and Principals, assembled at the capitol, at 10 o'clock, A. M. The meeting of Superintendents was called to order by Samuel Fallows, Superintendent of Public Instruction, and the Principals present were invited to participate, in a joint session. Gen. Fallows was chosen President of the joint convention, and I. N. Stewart, of Manitowoc, Secretary.

TOWNSHIP SYSTEM.

The convention proceeded to discuss the question—"Should the Town System be made Obligatory?"—and Mr. A. F. North, Superintendent of Waukesha county, who was to open the discussion, not being yet present, Rev. J. B. Pradt, Assistant State Superintendent, was requested to take his place.

Mr. Pradt said a school system should be uniform, and that such a degree of confidence should be inspired in legislative action as that laws should be passed, if passed at all, without a "permissive" feature. The chief obstacle to the immediate adoption of the town system was the prejudice of the people, who have been accustomed to a different one. All the State Superintendents, however, had recommended a town system, and the time ought to be near when it could be introduced generally. The County Superintendents should bring about a fair trial of the system, which would lead to its more general adoption. Making the system compulsory at present, was of doubtful expediency.

Superintendent Holford, of Grant county, found it impracticable to get a trial; people were adverse to change. Villages with

graded schools of three departments should not be exempt from the town system, as is now provided. We needed effectual town supervision as well as state and county supervision; if we could have this with a town system, he would favor the change.

Superintendent North thought the system the better one in *theory*, but would it give us any better teachers? What was the experience in Massachusetts, Pennsylvania, Iowa? In his own town its adoption heretofore would have resulted in poorer teachers and schools, on the average. Did not think it should yet be made compulsory; wanted more light; how many towns had adopted it?

The President said but few, and was sorry to add that some of those had gone back on it.

Mr. Pradt had had some experience with the system as a county superintendent in northern Pennsylvania, where the country was then new and the population mixed, as in Wisconsin, and thought the system there secured better teachers, as it tended to more permanence in their employment.

Mr. Stewart said local jealousies stood in the way. The system should be recommended and inaugurated by our leading educators; was willing to see it tried as a general system; we could go back to the old one if it proved unsuccessful.

Major A. J. Cheney said it worked well in Massachusetts (where it was made obligatory after three or four years), and would work well in Wisconsin or any other State further west. He thought section 36 of the township law, in regard to villages, a great defect, as it prevents many thickly settled towns, with villages, from adopting the system. This should be changed.

Superintendent Chandler, of Dane County, said people were opposed to the system because they thought it would be more expensive; we could have good schools under the present system; to make the town system obligatory at present would excite opposition of which little demagogues would take advantage to its injury. We must introduce it gradually. Hereafter it would be demanded.

Mr. Holford said we must have Town Superintendents, who are professional teachers; we would then have some assurance of qualified teachers and proper teaching, but not without; County Superintendents could not exercise a close supervision of the schools and teachers.

The President said the main popular objection was the supposed expense of the system. Really, it was cheaper. We could not go in advance of public sentiment. He agreed with Major Cheney, that section 36 should be repealed. Successful examples of the working of the system would remove popular prejudice.

W. D. Parker, of Janesville, moved the appointment of a committee to report to-morrow, at 11 o'clock, and Messrs. Parker, Pradt and Stewart were appointed. At Mr. Parker's request Gen. Fallows was put in his place.

REPORTS OF JOINT DISTRICTS.

Supt. Chandler opened the discussion on a "Change in the report of Joint School Districts." The school reports, generally, were unreliable, and a prolific source of errors was the reports from joint-districts, which duplicated and triplicated numbers, or worse—made five months schooling into twenty months, etc. Only one report should be made from a joint-district, and that to the clerk of the town containing the school-house.

Supt. North thought the school reports not so very unreliable; there was "a Providence shapes our ends"—[Mr. Chandler—"Rough"]—and if there was too much on one side, there was too little on the other; and so it averaged about right. He would have the school taxes levied by the county, based like other taxes, on the valuation of property in the towns, without regard to the apportionment of the school fund income.

On motion, a committee was appointed by the chair, consisting of Messrs. Chandler, North and Holford, to report on the subject to-morrow, at 11 o'clock.

FRIDAY, 9 A. M., Dec. 28.

NATURAL SCIENCE IN COMMON SCHOOLS.

The first topic for discussion was, "Shall a knowledge of Natural Sciences be required for a second grade certificate?"

A. Salisbury, of Brodhead, supposed the discussion was started by the example of Illinois, which now required Natural Science to be taught in her common schools, and borrowed the idea from St.

Louis, where, however, it occupies but one hour a week. He did not believe the plan practicable at present, and yet he would have the teacher know more than he was called on to teach. It was hardly worth while to disturb our present system until we "could sustain something really philosophical and rational."

O. R. Smith, of Sparta, said but a very small proportion of teachers now obtained second grade certificates, and to increase the requirements would diminish the number, and not advance the qualifications of the teachers. As such a law would be inoperative at present, like that requiring the constitutions to be taught, he would be opposed to its enactment.

Mr. Pradt thought that to follow St. Louis and Illinois in this matter would be only another instance of attempting to pluck the fruit before it is ripe.

Mr. Chandler said some cram a little and get a second grade, to influence school boards. He thought county superintendents should have discretionary power to require more studies for this grade. The place to begin the reform was at the Normal School.

J. K. Purdy, of Fort Atkinson, thought the influence of second grade certificates with school boards on the wane. Teachers themselves cared little for them.

Supt. Holford agreed with Mr. Purdy, but if the law *required* more studies for even a third grade, teachers would be prepared rather than not teach. Half the country schools did not teach geography, and less grammar.

Mr. Chandler asked if teachers did not know more about the "constitutions" since the new law.

Mr. Holford said they did, but gave some amusing specimens of their blunders.

E. Marsh, of Waterloo, said teachers could not control the studies pursued in school, but if the law required the natural sciences, teachers would find out something about them, as they have about the constitutions. He would require them even for a third grade.

Mr. Smith knew of a board which required a second grade—the teachers got them—and knew as little of the additional studies as they did of Hebrew. Most of the teachers have no means of studying natural science; some superintendents could not examine them in it. Even now there is great difficulty in supplying the schools with teachers. Natural science should be taught through the Institutes, as far as possible.

Mr. Chandler said that the law proposed would affect only 400 teachers. The State was now expending \$100,000 per annum to furnish the means for obtaining this instruction.

President Albee, of the Oshkosh Normal School, thought it not more difficult to supply teachers than before the enactment of the law requiring the Constitutions. Costly apparatus was not necessary to teach the elements of natural science. Any one can pluck a leaf and find out its classification—what tree it belongs to.

Mr. Salisbury thought such a law would not improve the real qualifications of teachers. A little show of algebra gives a fictitious standing; so it would be in this matter.

Mr. Cheney had seen the working of the law in Illinois, and found it a farce. One superintendent, in examination, asked one question in physiology, and one in natural philosophy. In one school he found classes in natural philosophy, chemistry and geology, and none in grammar, geography or history—hadn't time for both—must obey the new law!

Prof. Graham said the the law should apply to third grade as well as second; the elements of science should be taught in common schools. Superintendents in Illinois didn't do their duty—the fault was not in the law; the subject should be taught orally.

Mr. Chase, of Madison, did not see how teachers who know nothing about it, could teach it orally; but too much time was given to geography; we could save some for natural science; could give at least an appetite first; teachers should be brought upon a higher plane.

Mr. North said that Tyndall could give this appetite for these studies because he was a master, but let a *tyro* attempt to teach them, and he creates only disgust.

Superintendent Fallows regretted that his knowledge of these sciences had not been more thorough. The tendency of education is science-ward, and this direction is right. He thought that a knowledge of natural science ought to be required of every teacher in the State. It was pertinently remarked that the law requiring the Constitution to be taught had not diminished the number of teachers, nor did he think that the proposed measure would have this effect. He thought our common school education not practical enough. We spend too much time upon grammar, geography, etc., and too little upon science. One great difficulty is, there are *no text books* adapted to district schools. He wished he could ca-

jole Tyndale and Huxley into writing text books for Wisconsin and Illinois.

Mr. North stated that such books had been published in England.

Superintendent Fallows said that by next year it would be safe to put this law upon the statute book, and the requirement would bring teachers to the sufficient knowledge.

Prof. Pickard stated that Miss Youmans had published a text book in botany; Kingsley on geology, and Balfour on physics.

On motion of Mr. Reynolds, the whole subject was referred to a committee of three, and Messrs. Marsh, Barnes and Chase were appointed on the committee.

APPOINTMENTS TO NORMAL SCHOOLS.

The next topic was "Changes Required in Appointment of Students to Normal Schools."

W. D. Parker, in opening the discussion, said that many students in our normal schools ought to be in common schools. There was a large and constantly growing class who, for some reason or other, cannot attend the public school, and so drift into the academic department of the normal school; and although the law points directly towards teaching, nobody supposes that these persons will ever make teachers; they do not even propose it to themselves. They are there simply because it is not convenient to go to public schools.

Mr. Purdy stated that this discussion showed that there was some dissatisfaction with the material now in our normal schools. This dissatisfaction is felt by the teachers in these schools as well as by the public. The law provides that our normal schools shall be restricted to the instruction of teachers, but the fact is, a great proportion of the pupils do not propose teaching, and are simply acquiring a good common education. It was the business of the normal school to hunt out those persons who give promise of making good teachers. Under the present law county superintendents appoint without any such knowledge, merely appointing the first applicants.

Mr. Albee said the regents had prescribed the duties of the superintendents and of the normal school teachers. One of the points in the county superintendent's certificate of appointment is that the applicant is of good moral character. A person who is not of good moral character. Every student upon entering

the normal school must sign a declaration that he intends to teach in the schools of Wisconsin. He did not think the material was above the average, but about the average in intellect. Many are driven, by being refused a certificate, to enter the normal school, to prepare themselves for teaching. He thought there was a far greater earnestness in the normal schools than in the public schools. He did not think the declaration was ever signed lightly. It was carefully read and its purport noted.

Superintendent Dale, of Oshkosh, said that it was a delicate matter for a superintendent to decide, as to the moral character of an applicant. He objected to being made a police officer. He knew, however, of cases in which persons had been rejected, but in such cases the mortal enmity of the rejected applicant and all his family would be incurred. The superintendents should be supported by some board of examiners, or by the teachers. As it now is, the whole burden rests upon the superintendent.

Mr. Chandler said that the certificate of the county superintendent was only a certificate that, in his opinion, the person recommended was a proper person to be examined by the faculty for admission. If a superintendent makes one mortal enemy by rejecting one applicant of immoral character, he ought to have made a hundred firm friends by his course. He believed that normal schools ought to restrict their efforts to the instruction of teachers, and yet, practically, they have to furnish some rudimentary instruction. He cited the case of an applicant at White-water, who had taught and held a third grade certificate, and yet who never studied grammar a single hour.

Mr. Parker said he was glad to see a disposition upon all hands to bring all our educational interests into harmony. This was the first good natured discussion he had ever attended, when the Normal Schools were under discussion. He thought the Regent present (Mr. Chandler) had struck the key-note, when he said that teachers and superintendents must work together. He knew a case, in which a boy was expelled from the schools of a city, for want of moral character, and yet that boy is in one of the Normal Schools, without any recommendation.

Prof. D. McGregor, of Platteville Normal School said that they had uniformly rejected applicants that proved themselves unfit either in scholarship or character, whether they had a recommendation or not. The academic department was a drag, and the great

question is how can we get rid of it. He thought that in most cases, the declaration was signed in good faith.

On motion of Mr. Reynolds, the subject was referred to a committee of three, consisting of Messrs. Reynolds, Purdy and Dale.

Superintendent Fallows, in behalf of the committee on "Compulsory Township System," made the following report:

Your committee, to whom was referred the matter of Compulsory Township System, beg leave to report by resolution, as follows:

Resolved, That in the opinion of this Convention section 36 of chapter 182, G. L. 1869, should be so amended as not to exclude villages having schools of not less than three departments from the operation of said chapter.

Resolved, That in the opinion of this Convention, county superintendents and educators generally should urge the adoption of the township system by towns, that it may have a fair and impartial trial.

SAMUEL FALLOWS,
I. N. STEWART.

The resolutions were adopted.

THE DEAF AND DUMB.

At this point, Mr. George L. Weed, Principal of the Institute for the Deaf and Dumb, located at Delavan, appeared before the convention with Miss Addie Rutherford, of Lake Mills, a member of his graduating class, and gave an illustration of their methods of instruction.

Mr. Weed said that he was glad that the Deaf and Dumb Institute was recognized as belonging to the educational system of the state. In one sense it was a benevolent institution, and to a certain degree under the control of the Board of Charities, and yet it is in the main educational. He wished to bring out four points: 1st. What is the condition of the deaf and dumb before they come to the Institute. 2d. What are the means of reaching the deaf and dumb. In the first place, there is the method of articulation. In most cases this is impracticable, but yet in some cases possible. Next, finger-spelling, or dactylology. 3d. Sign language. 4th. Written language.

Miss Rutherford then recited in the sign language "The Angel's Song," "It Came upon the Midnight Clear," with a most thrilling effect. Prof. Weed then told a story in the sign language, which Miss Rutherford wrote out upon the blackboard. The persons present witnessed these exercises with intense interest, and the

thanks of the convention were voted to Prof. Weed and Miss Ruth-
erford.

FRIDAY, P. M., 2 o'clock.

B. M. Reynolds, of Monroe, offered the following resolution:

Resolved, That in the opinion of this convention, persons holding normal school diplomas and state certificates granted by competent authority in other states, should be entitled to all the privileges enjoyed by those holding diplomas from our normal schools, and state certificates granted by competent authority in this state of corresponding grades and courses of study, on having such diplomas and certificates approved and countersigned by the Superintendent of Public Instruction.

The resolution was discussed by Prof. Reynolds, Miss Stetson, Col. Chase, Mr. Salisbury, Mr. Little, Prof. Graham and Mr. Wright.

The subject was referred to a committee consisting of Messrs. Chandler, Delamatyr and Reynolds.

INSTITUTE WORK.

The subject of Institute work for 1873 was taken up. Gen. Fallows made pertinent remarks upon the subject, and suggested that the Institute work be connected with the Normal School, and that the conductors of Institutes be members of the Faculty of Normal Schools.

The subject was subdivided, and the topic of the relation of Institute to Normal Schools taken up, Prof. Graham spoke at some length upon the subject and also upon the compulsory attendance of teachers upon the Institutes. He advocated the division of the State into sections, and each Normal School to do the work for that section. Remarks were made by Messrs. Salisbury, Chandler, Rev. J. B. Pradt, Mr. Holford, Prof. McGregor, Mr. I. N. Stewart, Mr. Barnes, Prof. Albee, Mr. Delamatyr and Supt. Wright, after which the subject was referred to a committee of five to report in the evening, consisting of Messrs. Smith, Wright, Stewart, Salisbury and Barnes.

The subject of compulsory attendance upon Teachers' Institutes was then discussed at some length by Supts. Holford, Terry, Skow

and Maguire, and Miss Stetson, when the matter was referred to a committee, consisting of Supt. Little, of Sheboygan county, E. H. Sprague, of Stockbridge, and Supt. Burlingame, of Columbia county.

Messrs. Parker and Barnes spoke in favor of short institutes.

The convention then adjourned, and Prof. Graham appeared for the purpose of conducting a class drill of those wishing to engage in institute work for 1873.

FRIDAY EVENING, 7½ o'clock.

THE UNIVERSITY AND GRADED SCHOOLS.

The "Relation of the State University to the Graded Schools" was taken up for discussion. Mr. Reynolds opened the discussion. He believed the State University was doing the best possible under the circumstances, and that the Preparatory Department was a necessity, as the most of the pupils come from rural district schools, where it is impossible for them to get such instruction as is given in that department.

The discussion was continued by President Twombly, of the University, who detailed the present organization of the institution, and called attention to the progress made during the last few years; in requisites for admission and extension of course of study in college of letters and college of arts; in establishment of agricultural engineering and mining departments, and in the female college. He made sundry suggestions relating to the practical operation of the law of last winter, remitting tuition fees to pupils entering the University upon graduating from graded schools of the state.

A spirited discussion followed, in which Messrs. Reynolds, Smith, Carpenter, Fallows, President Twombly and Chandler participated, and reference was made to a feeling against the University in some quarters. The result of the discussion was to show that the dangers and evils connected with the University to which attention was called, could be averted only by perfecting a state system of instruction.

The whole subject was then referred to a committee consisting of President TWOMBLY, Supt. FALLOWS, and Messrs. CHANDLER, GRA-

HAM, SHAW and DELAMATYR, who were instructed to make a report at the next meeting of the State Teachers' Association, on "A System of Education for the State."

Miss STETSON, a teacher of elocution from Milwaukee, was then introduced, who recited several humorous selections in verse, and briefly unfolded her system of teaching reading.

O. R. SMITH, in behalf of the committee on Institutes, presented the following report, which was adopted:

The Committee to whom was referred the subject of Teachers' Institutes have had the same under consideration, and respectfully report as follows:

In the opinion of your committee the institutes should be conducted primarily with the view to better fit teachers for their work in the common schools of the state, and they are of the opinion that this may be best accomplished as follows:

1st. There shall be State Director of Institutes, who shall have full control of all institute work in the state, being responsible only to the Board of Normal Regents, and unconnected with any school or other office.

2d. He shall have three or more District Assistants, who shall be attached to the faculties of the Normal Schools, in addition to the force already provided, but subject to the control of the Director whenever in his judgment, their services are required for institute work.

3d. Such additional force may be employed as, in the judgment of the Director, is necessary, subject to the regulations of the Normal Board.

O. R. SMITH.

A. O. WRIGHT,

I. N. STEWART,

ALBERT SALISBURY,

HOSEA BARNES,

Committee.

Mr. Chandler, in behalf of the committee on "Reports from Joint Districts," made the following report, which, on motion, was laid on the table for further consideration:

The committee, to which was referred the subject of "Change in Reports of Joint School Districts," would report, that having given the matter consideration, they have concluded that the evils desired to be obviated, may be obviated by either of the following methods, viz:

1st. By such a change in the reports required of district and town clerks by the State Superintendent, as to do away with the partial reports of clerks of joint school districts to the clerks of all towns, parts of which are embraced in the joint districts, and in lieu thereof, a requirement of reports from clerks of joint school districts to the clerk of the town in which the school house is located only, which shall show the whole number of children of school age residing in the district, and also the town in which such chil-

drawn reside, and a collation of these reports by the town clerks, to show the actual number residing in each town represented in the several districts, entire or partial, in the reports received by him. The reports of the county superintendent should also be so arranged as to finally tabulate these reports of town and district clerks in such a manner as to afford a correct basis for the apportionment of the school fund.

2d. By such a change in the law, as to require the apportionment of the school money, to counties and by them to towns, in the same manner as now provided, and, the apportionment of such a county tax, as is required, to entitle towns to participate in the apportionment, upon the whole property of the county, and authorizing the apportionment of the funds thus obtained, in the same manner as the public school fund is now distributed. If to this provision was added one authorizing the town treasurers to pay over to the treasurers of adjoining towns the amounts to which parts of joint school districts were entitled to receive from them, and by such treasurers paid over to the treasurers of joint school districts entitled to receive the same, the great inconvenience of district treasurers of joint school districts in obtaining the small sums due them from several different town treasurers might be avoided.

W. H. CHANDLER,

A. F. NORTH,

W. H. HOLFORD,

Committee.

Mr. ED. MARSH made a report upon "Requiring the Natural Sciences in Common Schools," which was laid on the table.

O. R. SMITH submitted the following preamble and resolution, which, on motion, was adopted:

WHEREAS, We believe it to be the duty of the State to provide for the education of every child in its borders; and,

WHEREAS, There is a large class of children who, through imperfect development, are incapacitated to receive instruction in the public schools; therefore

Resolved, That it is the sense of this convention that it is the duty of the legislature to immediately establish a school for the education of the idiotic and feeble-minded children of the State.

SATURDAY, 10 A. M.

Miss STETSON presented the subject of Elocution.

The report of the committee on Requiring a Knowledge of the Natural Sciences for a Second Grade certificate, was taken up, and after discussion, the following substitute was adopted:

Resolved, That this convention fully believes in the importance of a knowledge of the elements of Natural Sciences to entitle a candidate to receive a certificate of any grade, and urge that the measure be enacted into a law as soon as practicable.

The report on the charge of reports of joint districts was called up, and the first method there suggested was adopted, changing the blanks so that the report shall be made by the clerk of the district to the clerk of the town only in which the school house is located, specifying the number of children from each town, so that the town clerk receiving the report can certify them to the other town clerks.

A further report, through W. H. CHANDLER, recommending the apportionment of money to counties and by counties to towns, was adopted.

ATTENDANCE AT INSTITUTES.

The committee on Compulsory Attendance upon Institutes made the following report:

Your committee, to whom was referred the matter of recommending legislation compelling teachers to be in attendance upon Institutes, beg leave to report as follows:

While we deeply deplore the existing state of affairs in some of the counties of the state, regarding the attendance of teachers upon Institutes, under present circumstances we see no great good to be derived from a law compelling teachers to attend, or from a law compelling or permitting superintendents to refuse certificates for non-attendance. We can offer the following:

Resolved, That teachers who willfully or through neglect absent themselves from teachers' institutes held in their county, thereby refusing to accept the advantages offered them by the state and county, should meet with the universal censure of all true teachers, and as fast as practicable should be eliminated from the teaching force.

E. A. LITTLE,
E. H. SPRAGUE,
L. J. BURLINGAME.

Committee.

Mr. Glazier thought the resolution unnecessarily harsh. The great difficulty in the way of a more general attendance was the fact that there was no fixed time for holding institutes. An institute was held within a few miles of his school, of which he had no notice until two weeks after his school had commenced.

Prof. S. H. Carpenter thought that in this matter, as in every

other, men would be governed by their interests. If it could be shown to be for the interest of teachers to attend, they would attend. It should be the duty of the county superintendent to bring this matter to the attention of the teachers.

Mr. Chandler thought that some discretionary power of withholding a certificate for such non-attendance would be useful.

Mr. Pradt thought of the old adage about leading the horse to water, etc. You may compel teachers to attend, but it will be of no use. First make the institutes regular and attractive, then let their benefits be known to teachers, then most of those who will be benefited will attend.

Mr. De La Matyr said all the teachers in Walworth county had attended the institutes, save three or four, and they were the ones who needed it most.

Mr. Bashford said that many superintendents were not fit to exercise this discretion. When they do their part, the teachers will do the rest. He knew a case where the Board ordered a school closed, and requested the teachers to attend the session, and then requested them to make up lost time. Make it profitable for teachers; let them be paid for time, or a portion of it.

Mr. Chandler remarked that only those superintendents who are interested in the work complain of non-attendance.

Mr. North did not like to hear all this talk about low wages. The teachers in his county got all they were worth, and the poor ones ten times more than they were worth.

Mr. Holford said we lacked system, which we must have before we can compel attendance.

Prof. Smith could see nothing of practical utility in the report. On a vote being taken the resolution was lost.

STATE NORMAL SCHOOLS.

Mr. Albee reported the condition of the Normal School at Oshkosh.

Last year the total registration was 158; average membership, 82; average attendance, 78; number in attendance during the whole year, 17; over 6 and less than 10 months, 52; over 3 and less than 6 months, 60; less than 3 months, 29. This term there were enrolled and present, 158, besides in preparatory classes, 58. There were 112 applicants, and 88 admitted, and 28 counties are represented in the school. The great difficulty is that the purse

is slender. They try to fit pupils for the third grade during the first year. During the last term or two of the year, special attention is given to interpreting the methods inculcated in the instructions given. There are 70 out teaching, and 69 of these are in the mixed schools, one in the graded.

Mr. E. H. Sprague then presented the following statement as to the Platteville Normal School:

The Platteville School has graduated four classes: in 1869, eight; in 1870, fifteen; in 1871, twelve; in 1872, eight—total, 43. Of these, three-fourths are teaching in the State. The present senior class numbers 27; whole number admitted into the normal department since its establishment in 1866 is 435. Present number in various departments, normal, 135; academic, 110; model, 50—total, 295,

UNIFORM TEXT BOOKS.

Mr. Wright presented a paper upon the question "Shall the State of Wisconsin adopt a Uniformity of Text Books?" The paper proposed that the State should adopt a series of books for a long term of years; that the books should be selected by a competent commission; that arrangements should be made to procure the books at the lowest wholesale rates. Referred to a committee consisting of O. R. Smith, I. N. Stewart and J. W. Bashford.

Mr. Shaw, for committee on term of office of county superintendent, reported as follows:

Your committee, to whom was referred the subject of election and term of office of county superintendents, would respectfully recommend to this convention that the law should be so amended as to bring the election in the spring, and that the term should expire on the 30th of June.

S. SHAW,
T. H. TERRY,
O. J. TAYLOR,
Committee.

After a short discussion, the report was adopted.

Superintendent Terry offered the following resolution, which was adopted:

Resolved, That in the opinion of this body, the law relating to teachers' certificates should be so amended as to make the time during which a certificate of the second grade shall remain in force, two years, and that for the certificate of the first grade, three years.

Sup't North presented this resolution, which was adopted:

Resolved, That in the opinion of this convention, twenty days should constitute a school month.

Superintendent Fallows stated that he wished photographs of the school houses of the State, to be put into a portfolio and sent to the world's exhibition at Vienna.

On motion of Mr. Parker the State Superintendent was requested to take such steps as in his judgment may be necessary, to secure the representation of the educational interests of this State at the International Exhibition at Vienna.

After a vote of thanks to Superintendent Fallows for his courtesy as presiding officer, the convention adjourned.

I. N. STEWART,
Secretary.

WISCONSIN STATE TEACHERS' ASSOCIATION.

SPARTA, Wis., July 8, 1873.

Pursuant to call, the Twenty-First Annual Session of the Wisconsin Teachers' Association commenced at Sparta, July 8, 1873. After the singing of "Hail, Festive Day," by the Glee Club of Sparta, the members of the Association were welcomed by T. B. Tyler, Esq., President of the School Board, in the following words:

Mr. President, Ladies and Gentlemen of Wisconsin Teachers' Association :

As the representative of the people of the village of Sparta, I am charged with the pleasing duty of extending to you a cordial, hearty welcome. We welcome you because you are energetic in educating the masses—a boundless, glorious work; and we desire to cheer you on by kind words and generous deeds. I trust ample accommodations have been made for your personal comfort and convenience during your brief stay among us. Had I the requisite time and ability, and it were proper on this occasion, I might endeavor to convince you that the people honor your profession; that the common school teacher is no longer regarded as a pedagogue, but is recognized socially and intellectually as the peer of the best and wisest in the land.

This proud eminence you have fairly won by patient, persistent toil. I should also express the hope that your labors on this occasion may tend to improve and perfect methods of teaching that will result in giving the country better men and women. Men and women with all the faculties, moral, mental and physical, trained for the practical duties of life. Not mere money making mercenaries, but noble, virtuous, high-minded men and women; for such only will be able to organize and maintain what we call good society; such only can perpetuate our free institutions. But my duty ends when I again greet you as the honored guests of our people, and welcome you as friends and fellow-workers in the great cause of universal education.

President McGregor responded as follows:

"On behalf of the Wisconsin Teachers' Association, I thank you, sir, for your real welcome and kindly wishes. The trouble you have taken, the ex-

pense you have incurred, the admirable facilities you have placed at our disposal for this meeting, testify to us, in a manner far stronger than words can, the interest you take in our work. To-night we appear before you to celebrate the twenty-first anniversary of this association. To-night we attain our majority, and we trust our deliberations may be such as become men and women of our profession. On our programme of exercises you find names of men who are acknowledged leaders in the educational work of the United States; others leaders in our own State, and others, though less widely known, no less earnestly working, making our profession honored as well as honorable. We have come from all parts of the State to compare the results of another year's work, and to gather strength and enthusiasm for our future labors. We come for work, for profit and for pleasure. We cordially invite you, sir, and the citizens of Sparta, to meet with us, to participate in our exercises; and we hope to show you that we are thoroughly in earnest, working for what appears to us the best interest of the schools of our State, and that though actively engaged in the work of teaching, we are still, as every successful teacher must be, constant students, striving to keep pace with the demands of the times for better qualified teachers, and for more efficient schools."

After the singing of "All is Well," by the choir, led by Mr. A. Earthman, of Reedsburg, President McGregor introduced the Rev. Dr. Fowler, of the Northwestern University, Evanston, Ill., who delivered an able and forcible lecture the "Teacher and his Work."

After the announcement of programme for Wednesday, and a quartette by male voices, the meeting was adjourned.

WEDNESDAY, A. M., July 9th. The opening exercises were in the following order: Anthem by the choir. Prayer by the Rev. Mr. Carmichael, and singing an appropriate selection.

Samuel Shaw, of Berlin, was called to the chair, and the President delivered his address.

On motion of W. D. Parker the address was referred to a committee consisting of R. Graham, Oshkosh; A. J. Hutton, Eau Claire B. M. Reynolds, Monroe.

The following committees were announced:

Enrollment: A. Earthman, Reedsburg; L. W. Briggs, Green Bay; Wm. E. Anderson, Waukesha.

On Finance: H. C. Howland, Eau Claire; Miss Mattie Hazzard, Oshkosh; J. M. Rait, Sheboygan.

Reports were made of educational matters in matters in their respective places, by: L. W. Briggs, Green Bay; M. T. Park, Racine; E. M. Bowen, Wausau; W. D. Parker, Janesville; E. H. Sprague,

Stockbridge; J. T. Lunn, Richland County; J. M. Rait, Sheboygan; H. C. Howland, Eau Claire; J. C. Pickard, Milwaukee; C. E. Mears, Polk Co., J. H. Twombly, State University, Madison; J. H. Terry, Sauk Co.; A. F. North, Waukesha; A. A. Spencer, Green Lake Co.; L. J. Burlingame, Columbia Co.; J. J. Fruit, La Crosse; M. H. Holden, Monroe Co.

After a recess of ten minutes State Superintendent Fallows made an address on the "Unity of the School System."

A paper on "Extent, Nature and Value of Supervision in Graded Schools," was read by B. M. Reynolds, of Monroe.

J. Q. Emery followed with a paper on the same subject.

R. Graham, chairman of committee in the president's address, made the following report of committees, which was adopted:

On that part which refers to Compulsory Education.—W. D. Parker, Rev. A. Kidder, Rev. Gilliland.

School Houses and Grounds.—I. N. Stewart, J. H. Terry, Miss Cordelia Potter.

Frequency of Change of Teachers.—H. C. Howland, J. Q. Emery, D. E. Gardiner.

Efficiency of Primary Instruction.—G. S. Albee, J. C. Pickard, Miss Martha Kidder.

Drawing.—D. McGregor, J. B. Thayer, Miss Ellen Merriam.

County Associations and Educational Columns.—A. F. North, A. O. Wright, J. W. Rait.

Reform in Spelling.—Alex. Kerr, Amos Whiting, L. W. Briggs.

Libraries.—O. R. Smith, J. C. Pickard, Samuel Shaw.

R. GRAHAM,
A. J. HUTTON,
B. M. REYNOLDS,
Committee.

After the announcement of programme for the afternoon, and the singing of "Float Away, the meeting adjourned."

HIGH SCHOOL SECTION.

OPERA HALL, WEDNESDAY, P. M., July 9, 1873.

The High School Section was called to order by Samuel Shaw, chairman, at 2 o'clock. Prof. Putnam, of Boston, was introduced, and occupied the first half hour in a lecture on drawing. He urged

the teachers to do more work in this branch. Gave an account of the work in Massachusetts, and the benefits arising from the study. His remarks were appropriate and suggestive.

Prof. Rockwood, of Whitewater, addressed the teachers on reading, discussing the subject under the following heads: first, relation to the teacher; second, how to read; necessary preparation—special and general; necessity of literary culture—a love for *what* you read, etc.

A. J. Hutton, West Eau Claire, read a paper on "Arithmetic."

Miss Florence Bush, of Berlin, read an essay on the "Moral Influence of the Teacher."

Recess.

After recess, the teachers gave good attention to O. R. Smith's paper on "Training."

Prof. G. A. Weed, of State Institution for the Deaf and Dumb, made a "Familiar Talk" on the work being done for this class of unfortunates. Gave methods of instruction, and several illustrations of sign language. Made strong appeals to the teachers to notify him of any cases of deaf and dumb children, and assist him in bringing them to be educated.

O. R. Smith moved the following, which was passed: "The appointment of a committee to take into consideration the education of all children not capable of receiving instruction in our common schools."

The chair appointed O. R. Smith, Alex. Kerr and A. F. North as such committee.

After the reading of a paper on "School Exhibitions," by Miss Carrie Battell, of Berlin, the association adjourned till 7:30 P. M.

INTERMEDIATE SECTION.

HIGH SCHOOL, WEDNESDAY, P. M., July 9, 1873.

This part of the association was called to order at 2:15, by A. Salisbury, chairman. 1st. An essay by Mrs. I. N. Stewart, on the Primary School. 2d. Penmanship, by Prof. Hinman, of St. Louis. 3d. Class drill in physical exercises, by Miss Agnes Goodwin, who presented a class of twenty-four children, who had been drilled but one week. The exercise showed good work, and gave much pleasure to the large number who saw it.

J. B. Holbrook read a paper on Grammar.

After recess, the teachers listened to papers by C. F. Viebahn, on "Pestalozzi and Froebel;" on "Language Lessons," by Miss Catharine Lilly and H. E. Hoard; on "Methods, Inductive and Deductive," by J. B. Thayer. The association then adjourned.

WEDNESDAY, Evening, July 9th.

Opened with music by the choir.

R. Graham, chairman of committee on "Mixed Schools," made the following report, which was adopted:

The committee to whom was referred the subject of "Mixed Schools," ask leave to report as follows:

More than one-half of the citizens of this commonwealth are educated in the mixed schools. It is imperative, therefore, that these schools should be properly cared for.

The school-house should be pleasantly situated in a healthy locality, with sufficient grounds for recreation. It should be substantially built, neat, but not expensive, well ventilated, comfortably seated, and supplied with some simple apparatus, as globe, outline maps, and such geometrical forms as may be easily constructed by any teacher, plenty of blackboard, and books for reference.

The teacher should be intelligent, truthful and healthy.

The pupils should be trained to habits of punctuality, thought, obedience and labor, with a due regard to health, morals and manners.

The teacher, if at all efficient, should be retained a sufficient time to allow him to work out his plan. The school board should adopt a course of study, and insist that the teacher prosecute diligently this course. Classes should be consolidated, so far as may be done without injury to the advancement of pupils.

Branches to be studied: Reading, spelling, penmanship, arithmetic, geography and grammar.

The teacher should acquaint himself with the habits of his pupils out of school in relation to sleep, food, dress and amusement, and seek a reform where needed.

The parents and teacher should be in full sympathy with each other in the work, and should mutually visit and consult at *home* and at the school-room. The rights respectively of pupil, parent, teacher, school board and county superintendent should be the subject of careful thought, each by the other.

Respectfully submitted,

R. GRAHAM, *Chairman*.

G. S. Albee made the following report on "Teaching Forces," which was adopted:

Your committee appointed to consider the means of increasing the teaching forces of the State, would suggest that the efficiency of our work may be increased either by putting to it more strength, or improving the means by which the existing power is applied.

For the former, it is needful that the people so realize how the education of our youth is interwoven with all immediate and future happiness, that money shall not weigh against worth, or time against culture. Ignorance must not suffer formal incompetence to lull conscience into the lethargy of satisfaction. School work must be sternly judged by present needs, not tolerated because of precedents.

All this requires a degree of foresight and sense of moral obligation in the direction of this paramount work, which the present generation does not possess.

For present, immediate growth in the work, therefore, we must look to the improvement of our appliances for progress and reform.

Statistics, industriously gathered by our State Department, are confessedly so imperfect, and so little heeded, save to point a paragraph in a speech, that the good results which might be felt in every district, directing energies, arousing consciences to a realization of what duties have not been done, what privileges left unimproved and not secured.

The limited supervision of the country schools can be improved, by the Superintendent having a plan of correspondence with each teacher and school, involving a free interchange of thought, regarding doubts and difficulties, successes and failures; competitive or illustrative work of pupils. Let this be conducted so carefully and persistently that the Superintendent is felt as if present in each school every day.

The lack of permanence in the profession with its train of ills, can best be remedied by the Superintendent, through an unflinching and outspoken recognition of merit, making itself felt in tangible reward, which shall encourage the better preparation for this high calling.

The teacher needs truer conceptions of the work which ought to be done by him, than is apparent to-day; not *higher*, it may be, but *truer*. He needs to scan carefully, and ponder deeply the reason why each and every branch taught by him, is made part of the pupil's labor. He must not rest content with this alone. It must not only be made clear in his mind that it is *a* useful thing, but *the* useful branch for *this* pupil. There should be a selection thus discriminatingly made. Who can so wisely, so *forcibly* aid these young men and maidens to judge aright as their lawful director? If his power be not alone sufficient, let him call in the aid of associate discussion, that to their willingness they may add wisdom.

The teacher too often disregards the many forces which the Creator has placed ready to his hand, because experience has not given him a distinct view of the mainsprings in the child's nature, nor any adequate knowledge

of the bearings which school life, school culture and school habits of the children must have upon the life work of the man.

The boat, perchance, was headed up stream when he entered and took the oars, and he pulls manfully, day after day, without question whether it is the true course, or wisest expenditure of energy. This waste of force, or misdirected effort is gradually but surely being diminished through the wide-spread influence of Institutes and Institute workers. It is believed that this agency is second to none in the State for the reformation of this greatest existing evil; and that this work here begun, and afterwards impressed by superintendents, will, before long, so impress patrons with their good fruits that every teacher will be impelled to seek this guidance in their work.

It is felt that the wide-spread belief that there is, in the higher courses of instruction, a better culture than that afforded by the study of those directly connected with daily labor and life, too often weakens the teacher and pupil in this work.

In the opinion of your committee it is due to a truer culture of the great mass of the people that the high and normal schools of the State make strenuous efforts to counteract this pernicious impression by all means in their power.

Hon. W. T. Harris, Superintendent of Schools in St. Louis, then delivered a forcible, logical lecture, on "The Relation of Education to the Individual, Society and the State," after which the Association adjourned to Thursday morning.

THURSDAY MORNING, July 10.

The opening exercises consisted of prayer, by Rev. A. KIDDER, and music by the choir.

J. H. Twombly made some general remarks on the State University, closing with a report on State System of Education, which, on motion of G. S. Albee, was accepted.

The committee on "State System of Education" present the following report:

The duty of the State to provide for the education of the people, its right to levy taxes for that purpose, and the vital importance of education to the individual and to the State, are, with us, universally acknowledged. These facts admitted, it is evidently the duty of the State to see that the education furnished is the right of the quality, breadth and aim, and likewise to adopt such a system and employ such methods as will secure to pupils and to the *commonwealth*, the highest possible benefits.

Let instruction be thoroughly philosophic, constantly adapted to the laws of mind, and the pupil will make rapid advance in knowledge, attain to a high degree of accuracy in his mental processes, and to such confidence in himself and in appropriate methods as will give him unfaltering persistency in the search after truth. Consciousness of power to do is an attainment of inestimable value. "I can," "I cant," are brief expressions, but they indicate the difference between conquerors and slaves.

Precision, vigor, harmony are important—wise direction more so. Teachers, then, must apprehend the true end of life—life's grand possibilities.

Public education should provide for the training of the physical and moral powers, as certainly as for the mental. From the time the pupil enters the primary school till he graduates at the university, attention should be given to his physical development.

Moral culture claims high consideration.

Heathen nations acknowledge fealty to their gods, and Christian States should ever recognize, particularly in the department of instruction, claims of that religion from which they derive their purest civilization and vital force.

A state school system implies grades of schools, classification of scholars and courses of study. These necessarily depend somewhat upon the density of population, the intellectual development of the people, the time which youth can or will devote to study, and the character of the prominent occupations. To present an ideal system of education, suited to a highly perfected state of society, might be interesting, and, in some respects, useful, for a perfect picture has power to awaken and inspire, and it is wise frequently to lift our thoughts from the defective to the perfect; but a brief business paper must deal with the practical, the immediately possible, rather than the ideal and the distant. As an association, we can only promulgate ideas; but if these ideas ultimately receive legislative sanction and are embodied in law, they will be influential in systematizing our school work, in securing the adoption of better methods, and in the attainment of a higher and broader culture. The time has fully come when the nine thousand teachers and the five thousand schools of this State should cease to work without a general plan, and should make available to the young and to the commonwealth, all the advantages to be derived from comprehensive system and cordial co-operation.

There are three recognized departments of education—Elementary, Secondary and Higher. In each of these departments there are different schools. In the Elementary Department—Primary and Grammar schools. In the Secondary Department—High Schools and Academies. In the Higher Department—Colleges, also Polytechnic and Professional Schools, or Universities embracing all these. In some of these schools there must of necessity be two classes of studies. First. A portion of those which constitute a complete and thorough course from the alphabet up to the highest post graduate studies of the University. Second. Those studies which are necessarily taught for the benefit of children and youth having but limited opportunities to acquire an education.

In every town there are many youth whose schooling is comprised in a very limited number of weeks or months, and justice to them and the public, requires that they have instruction in branches not belonging to the grade of school which they attend. Provision in such cases must be left to the several schools and the local authorities; yet there should be a general course of study recognized by all the teachers in the State, and a section of that course should constitute the central programme of each school. Carrying out such a plan, the teachers of the State would feel that they are, in one sense, instructors in the University, and are as certainly represented by the graduate from that institution as the professor who gives the final lesson. A due appreciation of this fact would give many teachers stimulus to greater diligence and thoroughness.

The want of proper secondary education in this state is keenly felt by those who conduct the higher institutions. The multiplication of high schools should receive the early attention of the legislature and of the public. They are necessary for the colleges and equally so for the lower schools.

The highest state of educational development requires colleges, and above these technical and professional schools; but for the present we may group all these under the comprehensive title of University.

The State University should embrace the following colleges and departments; 1. A classical college, having the courses of ancient and modern languages. 2. An industrial college, in which should be organized the following departments, viz: Agriculture, Civil Engineering, Mining, Mechanism Architecture, Journalism and Pedagogics.

Many of the courses of study indicated are already established in the University, and some others ought to be at an early day. The departments of Mechanism and Architecture should be added immediately. Journalism would soon be required, and Pedagogics—the highest science of teaching—could be provided for, as a department of the University, with much less expense than in an independent institution. Besides this, there is a culture acquired by contact with young men who fitting themselves for the various higher callings, which is of intrinsic value to the teacher.

The connection recently formed between the State University and the graded schools is operating well for the University, and accomplishing much for the schools. The definite requisitions, made for admission to the colleges and the sub-Freshman class, shows precisely the work to be done in the public schools to effect this connection.

NORMAL SCHOOLS.—These institutions do not stand in the regular line, but they bear an instructive relation to the prosperity of the schools of every grade. Whether they should have preparatory departments or not is a question which we do not propose, at present, to discuss. That their connection with the University should be intimate and cordial can not be doubted.

COMPULSORY ATTENDANCE.—The right to maintain public schools, and especially the fact of taxing the people for their support, implies the right to require by law such attendance as will give youth an opportunity to obtain a sufficient education for an honorable discharge of the duties of citizens

We recommend the subject of compulsory attendance to the careful consideration of the people of this state. We would not rely wholly or mainly upon law, for the school must be a centre of attraction and controlled chiefly by love and hope, yet it is more than possible that wise legislation might secure the attendance of many who now swell the ever-to-be-dreaded column of absentees.

In conclusion, the committee presented the following recommendation:

1. That a uniform course of study be fixed by law for the graded schools of the State.

2. That all high schools be required by law to arrange their courses of study so that they shall correspond with the standard for admission to the University.

3. That the course of study in the normal schools be so extended that graduates of those schools shall be thoroughly prepared to enter the junior class of the college of arts in the University of Wisconsin, and that they be admitted without examination.

4. That a department of pedagogics be established in the University, embracing substantially the studies of the junior and senior classes of the college of arts, and such instruction in the principles and methods of teaching as may be necessary to qualify teachers for the highest grades of schools, and for the important duties of school supervision.

5. That for the successful completion of the university course in pedagogics, an appropriate degree as bachelor or doctor of pedagogics be given. This would do much to secure for teaching a public recognition as a profession. A profession must have its collegiate degrees.

6. That a committee be appointed to carry into effect, as soon as practicable, the foregoing recommendations.

Respectfully submitted.

J. H. TWOMBLY,
ROBERT GRAHAM.
W. H. DE LA MATYR,
Committee.

H. C. Howland, Chairman of Committee on "Frequency in Change of Teachers," made the following report, which was adopted:

"The committee to whom was referred that part of the President's address relating to 'Frequency in Change of Teachers,' respectfully submit the following: Among the causes which lead to such changes may be mentioned: deficiency in the qualifications of teachers; want of purpose on the part of many who teach of making teaching a permanent business; low wages paid to teachers; prevailing opinion in many places that such frequency of change is beneficial; cynical nature of patrons, and delays of school boards to re-

engage competent teachers. Better qualified teachers, and the adoption of the township system of school government, would produce greater permanency.

H. C. HOWLAND,
J. Q. EMERY,
D. E. GARDINER,
Committee.

Rev. A. Kidder read the following on "Compulsory Education:"

Resolved, That the progress of virtue and morality, as well as the safety of the nation, depends upon the compulsory education, if not otherwise secured, of all children of our country in the English language; and that it is the duty of educators to make special efforts to form public sentiment in its favor, and of our legislature to enact laws for its accomplishment as soon as they can be sustained.

The resolution was discussed by Messrs. Albee, Smith, Parker, North, Kerr, Earthman and Mears. It was finally referred to a committee, consisting of Messrs. Albee, Kerr and Parker, to report at the annual meeting of the Association in July, 1874.

The Committee on County Associations and Educational Columns reported as follows:

The Committee on "County Teachers' Associations and Educational Columns" report as follows: That as an earnest, intelligent and progressive spirit on the part of the teacher is essential to his success, the county superintendents are recommended to hold frequent Teachers' Meetings, and to encourage the formation of Teachers' Associations in each county.

That a column in the local newspaper, for school intelligence, is desirable, and it is recommended wherever practical, to have such, to be made up to a considerable extent of what the superintendent finds praiseworthy in the work of teachers, in the school buildings and surroundings, with such pertinent communications on educational matters as teachers may be induced to make.

ALEX. F. NORTH,
A. O. WRIGHT,
J. M. RAIT,
Committee.

On motion of G. S. Albee, the report was adopted.

The following committees, not being ready to report, were, on motion, authorized to report at the session, July, 1874:

Committee on Deficiencies of Primary Instruction, and Committee on reform in Spelling.

A. Earthman, Chairman of Committee on Honorary Membership, reported as follows:

Your committee on honorary membership would recommend that the following gentlemen be chosen honorary members of this association: Hon. W. T. Harris, St. Louis; Dr. C. H. Fowler, Evanston; the president and the members of the school board of Sparta.

A. EARTHMAN,
H. E. HOARD,
R. SPOOR, ³

Committee.

Report adopted.

The committee appointed to give aid to teachers in securing situations, and school officers in obtaining teachers, through the chairman, G. S. Albee, made the following report:

Your committee appointed to aid teachers in securing situations, and school officers in obtaining teachers, herewith submit their report of the year's work:

Circulars containing a scheme of questions regarding needful information, have been printed and distributed among the teachers, superintendents and press of this state.

The number of applications on file from teachers desiring situations, is about eighty.

The number of applications on file from school officers desiring teachers is about sixty.

From the failure on the part of many applicants to give information when situations or teachers have been secured, your committee are unable to make a reliable statement on this point.

Most of the applications from teachers have been for positions in graded schools, while fully one-half those from school officers have been from mixed schools.

This being the first year of this committee's work, its existence even was known to but few until situations for the past school year had nearly all been filled, but the considerable number entering into correspondence with the committee indicate that there is a need of some intermediate agency between the teachers and school boards of the state.

G. S. ALBEE,
J. Q. EMERY,
A. EARTHMAN,

Committee.

The report was accepted, and the committee continued for another year.

S. Shaw read a paper entitled "Machinery."

After recess, O. R. Smith reported briefly on "Uniformity of

Text-books." The committee was continued, and asked to report at the December meeting of teachers and superintendents.

A paper on "Drawing" was read by W. H. Chase, of Madison.

After which, I. N. Stewart, chairman of committee on school-houses and grounds, made the following report, which was adopted:

Your committee, to whom was referred that portion of the president's address relative to the condition of school-houses and grounds, would respectfully report:

We recommend that all teachers use every means of personal influence and example to secure improvement in the care and ornamentation of school-houses and grounds; that conductors of institutes be asked to give this subject special attention; that county superintendents use the press for calling attention to improvements in any district, as well as any notable deficiency. Teachers should use every possible influence on parents, as well as pupils, which may tend to remedy the evil existing. In many districts, a day's voluntary work on the part of parents, setting out trees, repairing and clearing the grounds, could be secured. The pupils themselves, under suitable direction, can make a good beginning.

We would call special attention, in behalf of health, decency and morals, to the deplorable condition of out-buildings, which too frequently exists. No true teacher should hold his peace, day nor night, till the nuisance is abated.

I. N. STEWART,

J. H. TERRY,

CORDELIA POTTER,

Committee.

Report on "Methods Increasing the School Fund," was read by A. O. Wright. Accepted.

The following resolution, introduced by W. Parker, was passed:

Resolved, That when the association adjourns, it adjourns to meet in Madison, on the second Wednesday in July, 1874.

The association then proceeded to ballot for president, with the following result:

Whole number of votes cast, 162; of which B. M. Reynolds received 112; H. C. Howland, 47; scattering, 3.

B. M. Reynolds having received a majority over all, was declared elected.

In a few well chosen remarks he thanked the members of the association for the honor conferred upon him.

S. Shaw then reported for the committee on nominations as follows:

For Vice Presidents.—H. C. Howland, Eau Claire; S. S. Rockwood, White-water; Miss Mattie Hazzard, Oshkosh.

For Secretary.—L. W. Briggs, Green Bay.

For Treasurer.—C. F. Viebahn, Manitowoc.

Executive Committee.—D. McGregor, Platteville; W. D. Parker, Janesville; Alex. Kerr, Madison; G. S. Albee, Oshbosh; A. Earthman, Reedshurg.

S. SHAW,
R. GRAHAM,
H. C. HOWLAND,
MRS. I. N. STEWART,
MISS FLORENCE BUSH,
Committee.

The report was accepted, and the ballot being cast by the secretary for the association, the above named persons were declared elected.

O. R. Smith made the following report, which was adopted:

The committee to whom was referred the subject of the relation of our public schools to the institutions for special instruction of those who are incapacitated for the modes of the common schools, have had the same under consideration and respectively report as follows:

We find in the report of the Superintendent of Public Instruction for 1872, 636 children reported as being disqualified to be subjected to the public schools; 93, blind; 204, deaf and dumb; 339, idiotic.

Inasmuch as statisticians have found that it is impossible to secure accuracy in the reports of this class, and as experience has shown that about one-third only are reported, it may safely be concluded that we have at least 2,000 children in this state to be put in the above classes.

The state has recognized its duty to educate every child in its borders, no matter how low or unfortunate. It is dictated by self preservation. It has munificent funds for this purpose, the income of which is sacredly appropriated to accomplish the end for which they were originally constituted.

Fine, special schools have been established for the blind, at Janesville, and the deaf and dumb, at Delavan. They are doing a valuable work and doing it well. No provision has yet been made for the idiotic, who number at least 1,000. These children draw public money and cannot be excluded from our schools, where they are an inconvenience and danger. It has been demonstrated in Illinois, New York, Pennsylvania, Massachusetts, Kentucky, Ohio, and in foreign countries, where are established flourishing institutions for their training, that these children can be educated and made self sustaining. It is no longer an open question. Indeed, to the methods employed in the

training of idiots are we indebted for the improved methods of instruction which have been adopted in our schools in the last twenty years.

The state cannot safely longer neglect to provide for this unfortunate class; therefore,

Resolved, That the Wisconsin Teachers' Association hereby reaffirms its conviction that it is the duty of the state to immediately provide a school for the special training of the feeble minded children of the state.

O. R. SMITH,
A. F. NORTH,
A. KERR,
Committee.

The committee on Obituaries, consisting of O. R. Smith, J. C. Pickard and S. Shaw, reported through the chairman, as follows:

WHEREAS, in the dispensation of Divine Providence, we have lost from our roll of members our honored President, Prof. J. K. Purdy, Prof. M. Montague and Prof. Jackson Bushnell; therefore,

Resolved, That we bow in submission to Him who doeth all things well.

Resolved, That by the death of our President, J. K. Purdy, the Association has lost an efficient officer, our profession an untiring and progressive student, a patient instructor, and true teacher; the state a citizen of character prominence; society a type of the highest manhood, and the church a devout and consistent Christian. We mourn his loss as a friend and brother, and a wise and safe counselor in every educational enterprise.

Resolved, That in the death of Prof. M. Montague, Superintendent of Schools for Walworth county, the state has been deprived of the valuable service of an able and high-minded educator; this Association of the prudent counsel and dignified presence of one of its most eminent members; the people of Walworth county of an official whose whole heart was in the work pertaining to his position; the teachers under his supervision of a sympathizing friend and adviser, and the Christian ministry of one of its purest and most diligent workers in the cause of Christ.

Resolved, That by the death of Prof. Jackson, of Beloit College, the state of Wisconsin has lost a noble and public spirited citizen the institution whose prosperity he had ever at heart one of its main supports, and our educational interests a distinguished teacher and sincere friend.

Resolved, That we tender to the friends of the deceased our heartfelt sympathy in their affliction.

The report was adapted.

After reading the report, Mr. Smith addressed the teachers, and was followed by Professors Kerr, Rockwood and Salisbury, after which the association adjourned till evening.

THURSDAY EVENING, July 10, 1873.

Association called to order by President McGregor, listened to the following report of the Finance committee:

Received of C. M. Treat, former Treasurer	\$71 59
Paid orders drawn in 1872... ..	12 05
	<hr/>
Balance on hand July 8, 1873	\$59 54
Received from tickets on membership.....	81 00
	<hr/>
Amount	\$140 54
Deduct bills, current expenses 1873	115 15
	<hr/>
Leaving on hand.....	<u>\$25 39</u>

Respectfully submitted,

MISS M. E. HAZZARD,

H. C. HOWLAND,

J. M. RAIT,

Committee.

J. C. Pickard, chairman of Committee on Resolutions, reported as follows:

WHEREAS, The harmonious development of all the faculties of our being should be the aim of our educational system; and

WHEREAS, We recognize in the human mind an innate love of order, symmetry and beauty, whether in nature or art, an inborn craving for noble architecture, perfect machinery, tasteful houses, and becoming dress; and find in the development of this æsthetic faculty, according to the rules of correct taste, an element greatly conducive to the intellectual, moral and religious welfare of the community; therefore,

Resolved, That a comprehensive plan of drawing should be introduced into our school system, beginning in the lowest, progressing through every grade, and finding its culmination in a thoroughly equipped art department of the State University.

That Wisconsin, now abreast of the foremost States in whatever is designed, through the public school, to secure intellectual development, ought not to suffer herself to fall behind in æsthetic culture.

Resolved, That the members of this Association appreciate most heartily the welcome they have received at the hands of the citizens of Sparta. In the ample accommodations furnished for our meetings, in the tasteful decorations of this hall, in the arrangements made for our social enjoyment, in the open-hearted way in which all doors have stood open that we might enter, not as guests, but as part of each household, we recognize the spirit which fosters free schools and gives them life and power: which looks upon the teacher not as a Modoc Chief, busy with the scalps of the innocent, but

as a "man and brother," God-appointed to stand by the parent's side, or in his place, in the training of the children.

Our thanks (a feeble word) are given from full hearts, to one and all, to those especially who have had the hard work to do, and have done it so well. Henceforth the name of Sparta shall suggest not so much Spartan valor and firmness, as Spartan generosity and hospitality.

Resolved, That our thanks are due to Rev. Dr. Fowler, of Evanston, Illinois, President N. W. University, and Hon. W. T. Harris, of St. Louis, for the lectures delivered before the association, and that the president be requested to solicit of Mr. H. a copy of his lecture for publication in the *Journal of Education*.

Resolved, That we gratefully acknowledge the courtesy extended to us by those railway companies and steamboat lines that have reduced their fares for our accommodation.

Resolved, That the sweet singers who have done so much to add the agreeable to the useful, deserve the hearty thanks which are hereby tendered.

Resolved, That it has been good to be here; if any one returns hence to his work without a deeper sense of its importance, and a settled purpose to labor to make his profession such that it cannot be justly styled "unprofessional," he must have culpably failed to catch the earnest spirit of the occasion.

J. C. PICKARD,

A. J. HUTTON,

J. J. FRUIT,

Committee.

The resolutions were adopted.

There being no further business the Twenty-first Annual Session of the Wisconsin State Teachers' Association adjourned *sine die*.

DUNCAN MCGREGOR, *President*.

M. T. PARKS, *Secretary*.

Reports of the State Charitable and Reformatory Institutions.

REPORT OF THE WISCONSIN INDUSTRIAL SCHOOL FOR BOYS.

A. D. HENDRICKSON,
SUPERINTENDENT.

(Extracts from the Annual Report.)

Smallest number in the school at any time during the year.....	259
Largest number at any time during the year.....	282
Average during the year.....	271
Whole number in school since July, 1860	<u>966</u>

EMPLOYMENT.

Eight hours of each day in winter and nine in summer, are devoted to school and work. During the winter, the time devoted to school is four hours, and to work four hours. In summer the school time is four hours per day, and the work five. Each half day, except Saturday afternoon and Sunday, has its work session and school session, with a recess intervening. Saturday afternoon of each week is devoted to recreation, writing letters, receiving visits of friends, and other miscellaneous duties. The small boys' work-time is one hour less per day than the above.

HOMES.

We have, as at date of last report, six families in as many buildings. These we call family buildings, each of which is in charge of a man and woman. The man, as the father or elder brother, looks

after the comfort, conduct and health of his boys. His duties require him to be in the building or in the yard, night or day, when his boys are there. The internal arrangement of the home is managed by a woman. She is expected to care for the inmates' wearing apparel and extend to the boys of her family such attention as a good mother should to her own children.

EDUCATION.

It will be difficult to give any extended report of the educational facilities and workings of our school, without repeating the substance of former reports. It may not be a matter of interest to the board of managers to be told from year to year that the majority of our boys have taken the first lessons of education in the streets and the saloons; that the cultivation of their minds, manners and morals have been sadly neglected; that the training of the hand, head and heart, which should have received attention at home, at school, and in the church, has been left undone; yet, these are the facts which force themselves upon our minds in working out the problem of reform.

The bent twig has grown up an inclined tree. It now resists the hand put forth to straighten it. It is not difficult for the sculptor to bring forth images of beauty from the native marble; but his task is a difficult one, when required to produce symmetrical figures from the deformed and mutilated blocks upon which unskilled hands have wasted their energies.

Very much like this is the task assigned to us. We are expected by the friends of our inmates and other well meaning people (not by the board of managers) to do in a twelvemonth what parents and teachers failed to do in so many years. We cannot manufacture brains, change the heart or perform miracles. We need time first to help the boy unlearn what he has learned amiss, and then to teach him what he ought to know as he should know it.

Our Institution is a school in more than an ordinary sense. Ordinarily, children learn in the family, they learn in their intercourse in society, they are instructed in the lecture room and in the church as well as in the school proper; but it devolves upon the officer of a reformatory to perform all these duties. Our families are places of instruction, our workshops are schools of learning, our assembly room to us is the lecture hall and church.

SCHOOL.

This department of our Institution differs in no essential respect from the public or graded schools of the towns and cities of the state, except, perhaps, we have a less number pursuing higher branches of English education. The common branches of English education are taught. Special attention is given to reading, writing and the art of computation.

ASSEMBLY ROOM.

For the first time in the history of this Institution we have an assembly room which is not a school room. Here we gather at the close of each day, pupils, teachers and all connected with the Institution. This is properly classified as one of the means of education. Probably no portion of the day is productive of greater mental and moral improvement than the half hour spent in the assembly room. It is a daily reunion of all the families, a time of pleasant emotions, when face answers to face, and voice unites to voice in song. We here review the day's proceedings, calling attention to the defects and awarding commendation for that which is honorable and praiseworthy. The occurrences of the day, any matter of general interest found in the journals of the times, whatever may furnish a theme of useful information is here presented. These exercises are conducted by the teacher, the superintendent, or others, frequently by some visitor who may chance to favor us with his presence. Here, also, vocal music is cultivated. All are requested to join in the songs. Aided by a leading voice and the instrument, a large portion of our boys acquire much practical knowledge of vocal music.

An hour of each Sabbath morning is spent in the assembly room, in reading and studying. A service is conducted at half past ten o'clock. Sunday School at half past two. All assemble again in the evening, and listen to select reading or a brief lecture. These exercises are adapted to the capacity of children, and generally prove seasons of interest to most in the assembly. In other words, briefly, we assemble four times on Sunday, spending in all about five hours of the day in exercises calculated, as we believe, to make us all wiser, better and happier.

LIBRARY.

Forty-one volumes have been added this year, making in all 881 volumes. Some of them are too much worn for circulation. We find difficulty in keeping our library books in good repair. This results, first and principally, from the fact that the books of these times are poorly bound. With even careful handling they soon loosen from the cover and fall to pieces. Secondly, from the rough usage to which they are subjected in the hands of boys. Some 200 or more volumes are circulated weekly. Many of the boys read these books with marked attention. The periodicals are so distributed and interchanged from family to family that all can have opportunity to read them.

WISCONSIN INSTITUTION FOR THE EDUCATION OF THE BLIND.

JANESVILLE, October 1, 1873.

HON. S. FALLOWS, *Superintendent of Public Instruction*:

DEAR SIR: During the year that has now closed, this Institution has been conducted very much as in previous years. Its doors have been open, free of charge, to the blind children of the state, just as the district schools are to their more fortunate brothers and sisters. Seventy-seven of them have availed themselves of its privileges. In literature, they have studied reading, spelling, writing (by two systems—one for correspondence with the seeing and the other legible by the touch), geography, arithmetic, English literature and physiology. A few individuals have also attended to other studies. In the evening the school, divided into suitable classes, has listened to reading. The examinations show a degree of knowledge acquired that is proof of hard work on the part of both teachers and scholars.

So far, our work corresponds very nearly with that of the ordinary schools, though carried on mainly by different methods. The condition of the blind requires us to supplement this work by giv-

ing such a knowledge of the art of music or of some handicraft as may enable the graduates of the Institution to do something for their future support.

In music, therefore, two teachers have been constantly employed. The piano, cabinet organ, violin and various other instruments have been taught; two choirs, an orchestra and a class in theory of music have had daily exercises; and many scholars have had private training of the voice.

The broom shop has been carried on energetically by Mr. Stephen, on a system that has developed good results. Cane-seating has been taught to a few—mostly girls. All the girls have had instruction in one or more branches of feminine industry, such as sewing, knitting, bead-work or crocheting.

Ten pupils have been discharged this year. Of these, three have opened broom shops, with good promise of success; one other is competent to do so, whose plans are not known; one has entered Evanston Theological Seminary; one has commenced teaching music, under encouraging circumstances; three girls have returned to their families, having gained the education here that their misfortune prevented them from getting in the schools of their neighborhoods; and the other left school on account of ill health, after too short a stay for much improvement.

During the summer I had opportunity to study the operations of the Institutions for the Education of the Blind in Great Britain. They bestow a vast deal of labor upon training in various branches of handicraft—training the hand well but greatly neglecting the mind. The results, as ascertained by conference with numerous persons intimately acquainted with the facts, are much less satisfactory than those attained by American institutions, which, without neglecting the hand, have striven to cultivate the mind. Intelligent labor is always more valuable and more remunerative than unintelligent, even in the case of those who have all their senses. The loss of the sense of vision affects the use of the hand directly and disastrously. If it were not the chief seat of the sense of touch it could not be profitably employed in labor, when it is no longer guided by the eye. The mind, however, is far less injuriously affected by the loss of sight, and the more thoroughly that of the blind man is cultivated, the better is he equipped for the encounters of life. Superior natural powers, well cultivated, will enable him to devote himself to intellectual pursuits altogether, or,

as an employer, to direct the labor of others. Musical ability, well cultivated, will enable him to gain his living in the fields of sound, where light is not required. If he has only the degree and kind of mental ability possessed by most men, he must rely upon his hands, impeded though they are by the absence of their natural director, the eye; and here he will find that there is no substitute for the eye equal to a well trained mind. Aided by it, he will perform his work more easily and produce a better article; and, in addition to this, will be able to dispose of it to better advantage than if ignorant.

It is gratifying to find that the system of education adopted in this Institution is supported by the fact that the opposite system, when tried elsewhere most thoroughly, has produced much less desirable results.

The operation of that part of the school law which requires the annual enumeration of the children of each school district who cannot see to go to school, continues to be favorable to the efficiency of the Institution. I desire to express here my thanks to many town and district officers who have rendered special assistance in procuring the education of blind children before the suitable time for instruction has passed. It is to be regretted that many parents of such children are so negligent of their interests as to allow them to pass the time of childhood and youth in idleness and ignorance. We have had several applications this year for the admission of young men who have thus spent their youth. When it is too late they have begun to see the value of the opportunities offered by the state. Whoever contributes to prevent such cases by assisting in sending a blind child to school at the proper age, confers an incalculable benefit upon him and a favor upon the community. The Institution enters upon a new year under favorable auspices.

Very respectfully,

THOMAS H. LITTLE,

Supt. of Wisconsin Institution for the Education of the Blind.

INSTITUTE FOR THE EDUCATION OF THE DEAF AND DUMB.

The intellectual progress of the school is worthy of special record, inasmuch as the year is believed to have been one of the most successful in the history of the Institute.

The whole number of pupils, in twenty-one years, is three hundred and seventy-seven, of whom one hundred and forty-eight are present at this date.

The following table exhibits the relation of the school to the future, so far as it can be determined by data necessarily uncertain, but believed to be sufficiently accurate to warrant action. Taking as a basis the present number in school, the average admissions for the last three years, and the number of deaf mutes reported, ten years of age, but not in school, the table shows the prospects of the Institute for three years to come. The "Prospective Dismissions" (in the table) represent those pupils whose time will have expired in the respective years indicated. The "Prospective Admissions" are based on the average admissions during the last three years, increased by five. The "Expected Attendance" is the result after deducting the Prospective Dismissions and adding the Prospective Admissions. The "Non-attendance" refers to those who have been reported as deaf mutes between ten and twenty years of age, and not now in school. This number is uniform in the table because the number who *become* of age each year is equal to the prospective admissions. The sum of the Expected Attendance and of the Non-attendance gives what the school should number each year.

YEAR.	Prospective Dismissions.	Prospective Admissions.	Expected Attendance.	Non- Attendance.	Should be Attendance.
1873.....	.....	.....	150	100	250
1874.....	80	80	150	100	250
1875.....	15	80	165	100	265
1876.....	5	80	190	100	290

This table does not take into account increase of population. Should it appear—which is not unlikely—that some of the one hun-

dred non-attendants are not proper subjects, it is probable that the list would be kept good by the addition of proper subjects. The decrease of Prospective Dismissions within three years is owing to the fact that a very large proportion of those now in school have been here a comparatively short time. A rate of increase, proportionate to the number of deaf mutes in the state, would double the school in three years.

These calculations are based on the supposition that children be received at ten years of age. This has been the custom here for many years. It is a practical question among instructors of deaf mutes, whether ten or twelve is the proper age for admission. The true solution depends on a variety of circumstances, such as the natural capacity of the child, the degree of physical development, home influences, and the probable time it will be allowed in the Institute. Hitherto, I have not rejected any applicants over ten years of age, though there are instances in which it has become evident that delay in entry would have proved advantageous to the pupil.

Experience in deaf-mute instruction has demonstrated the fact that there are three classes of these unfortunate children and youth for whom special and specific provision should be made, according to their natural capacity and their attainments. The first of these classes is composed of those who should be retained five years, within which the Institute will accomplish all that can be expected for them in education and general training. A second class includes those whose progress warrants their continuance in school two additional years. For these two classes, your action of a year ago is all that can be asked. There is a third class, by far the smallest, worthy of a higher department, which would furnish opportunity for a yet fuller development, and qualify its members for special positions of labor and usefulness, evermore presenting an elevated standard of attainment to the departments below it whose members would be stimulated thereby. During the past two years, we have had in fact, though not in name, a "High Class," whose studies have been equal to, if not in advance of, those of similar classes in the first institutions for deaf-mutes in the country. Should not such a department, as early as practicable, be recognized as an established part of this Institute?

There is a misapprehension in many minds respecting the time allowed in the Institute, as compared with that in public schools

generally. A moment's thought should correct the error. The relative time in the Institute is really shorter. A child comes to us ten years of age. It is true, he has had an existence of ten years, during which his physical being has had a corresponding development. But in almost every other respect, there has been no maturing process. The phrase, "ten years," applied to an ordinary child, includes much besides mere age and physical development. If this be all, we pronounce his condition abnormal. With that decade of years, we associate knowledge—of men, of things, of Deity—knowledge acquired by *language*, understood in its simpler forms from infancy; language *spoken*, almost from infancy and *heard* through ten years of hourly communication with hundreds of others from whom he receives constant instruction. At ten years of age, that child has been in the school of life nearly the whole period. Now let him spend five hours a day in a school house, under special teachers, for two years; and through life, it will be said of him that he had only two years of schooling, though practically he had four times that number. His education was in progress, though his school period in its technical sense, was very limited.

So then, it is a most serious error to compare, as equivalent, a term of years in the Institute with a term of corresponding number in a hearing and speaking school. To place the deaf-mute on an equality with his more fortunate companions, would require an extension of the institute school-period beyond the limit which the noblest generosity of the state could be expected to exercise towards its unfortunate children, who, after all that can be done for them, must remain the children of misfortune still. But notwithstanding this, there has been solved, again and again, within the twenty-one years of the history of this Institute, what was once a problem—whether deafness is an insurmountable barrier to mental improvement and general training; whether isolation must be the perpetual condition of the deaf-mute; whether the ordinary relations between man and man could exist between the deaf-mute and his fellow; whether he could be made to understand the true aims of life and immortality, and effectually aided in securing them.

SOLDIERS' ORPHANS' HOME.

HON. SAMUEL FALLOWS:

Dear Sir—At your suggestion I respectfully submit a brief report:

The schools of the Soldiers' Orphans' Home are in a prosperous condition. They are three in number, containing 144 pupils. In respect to order and discipline, thoroughness and progress in studies, our schools compare favorably with any of similar grades. The course of study has been extended since last report by the introduction of Word Analysis and Civil Government. Elementary Algebra will soon be added.

This year four pupils have been admitted to the normal department, and two to the preparatory class of our state normal schools. The Home has now nine pupils in these state institutions; one at Platteville, five at Whitewater and three at Oshkosh.

Creditable reports reach me from all parties.

Respectfully,

R. W. BURTON.

STATE PRISON.

CHAPLAIN'S REPORT.

I present the following as my annual report of the moral, religious and educational departments of the Wisconsin State Prison, for the year ending Sept. 30, 1873:

In regard to the moral and religious departments of this institution, I can safely say it has been a year of prosperity, and more than usual success has attended our efforts to promote the welfare of our prison population—to lead them to a better mind, and to establish in them the principles of a higher life.

The inmates of this institution seem pleased at the return of the Sabbath Day, and as cheerfully attend its religious services, and conduct themselves with as much propriety as any outside congre-

gation. No violation of the rules of strict propriety has ever occurred in our public meetings during the seven years of my official connection with the Prison, and, had I no other means of knowing, judging from the deportment of my congregation, I should say that while all were interested, many were profited by our Sabbath services. We have public religious service every Sabbath morning at 10½ o'clock, at which all the convicts in the institution are required to be present; also, we have a social meeting from 3½ to 4½ o'clock, Sabbath evening. To this meeting, none are admitted but such as are members of the prison church, or such as express a desire to lead a new life by faith in Jesus Christ.

Our social meetings are conducted by the convicts themselves, and they are truly interesting and profitable, and they make them sometimes very affecting. Many Christian people from the outside give us their influence and encouragement, by attending our afternoon exercises, and contribute largely to the interest of the meetings by discoursing to us beautiful music, and interspersing the exercises with inspiring songs and hymns. Many strong men, unaccustomed to weep, are frequently seen bathed in tears, as some touching strain speaks of home and childhood's innocence, and the hopes of other years, now perished forever.

Since the organization of what is known as the prison church, in 1867, there have been admitted to membership, and received the rites of Christian fellowship, 183 persons. The whole number honorably discharged during the same time is 101. Of these I am happy to say that but one has ever been returned to this or any other prison, as far as I have been able to ascertain, but on the contrary, many, if not *all*, are laboring to rebuild, by honest industry and Christian fidelity, a manly character ruined by a life of crime.

Since my last report, I have received into society 25 persons, and have honorably discharged 17, which leaves me with a present membership of 32, in good standing and with unabated interest, and more encouraging prospects than at any time since my connection with the prison.

The prison school is in successful operation, and doing a good work. There have been admitted to the school, since its establishment, 303 scholars. I have discharged from the school in the same time, 266, leaving a present membership of 34 scholars, besides officers and teachers, classed according to the different degrees of

improvement found in the school. In regard to the order and deportment of the school, I can only say what I said in my last report, "It is truly remarkable, that for the whole term of six years that this school has been in operation, with a membership of from 40 to 70 scholars and teachers, not one solitary breach of good order has occurred, but all have behaved with propriety." This department has made a greater impression for good in the prison this year than any previous year since its institution.

Our library is doing a good work in the institution, and is highly appreciated by all the prisoners—which they demonstrate by the careful manner in which they treat all books committed to their care. Not a single book has in any manner been disfigured by them, since the opening of the library, one year ago. The library is in a good working condition and in a good state of preservation. The number of books is the same as last year, none having been lost or destroyed.

These benevolent, humane and Christian provisions made by the state for the improvement and comfort of the unfortunate convicts of this prison, are, in my judgment, greater preventives of crime in the future of these men and women than the sentence of the law that confines them here.

It is a well attested truth that nothing of importance can be accomplished in the reformatory departments of our penal institutions without the cheerful co-operation of the commissioners, wardens and their subordinate officers, and I most cheerfully acknowledge that the unusual results, which have attended my efforts as Chaplain in this institution, have been more the result of the cheerful co-operation of the officials of the prison than the feeble efforts I have been able to make myself.

Our worthy Commissioner, Hon. G. F. Wheeler, and his faithful deputy, Hon. Benj. Bettis, have cheered me in my work, not only by a hearty "God speed," but have at all times given me the whole weight of their influence, both official and personal; and, what I have said of the first officers of the Prison, I can say as truthfully of all the subordinate officers; and, for their uniform kindness to me, and for the valuable assistance they have so cheerfully rendered me in the discharge of my duties, I return to them my sincere thanks.

Respectfully submitted,

HENRY DREW,
Chaplain.

REPORTS OF UNIVERSITIES AND COLLEGES.

UNIVERSITY OF WISCONSIN.

Annual Report of the President of the Board of Trustees of the University of Wisconsin, for the year ending August 31, 1873.

1. Corporate name of the institution, University of Wisconsin.
2. Name of the place where the institution is located, Madison, Wisconsin.
3. Year when the institution was founded, 1848.
4. Names of members of the Faculty, with their respective salaries:

Names.	Departments of Instruction.	Salary.
J. H. Twombly, D. D....	President and Professor of Mental and Moral Philosophy.....	\$3,500
John W. Sterling, Ph. D.	Vice-President and Professor of Natural Philosophy and Astronomy.....	2,000
William F. Allen, A. M..	Professor of Latin and History.....	2,000
S. H. Carpenter, LL. D..	Professor of Logic, Rhetoric and English Literature	2,000
Alexander Kerr, A. M. .	Professor of Greek Language and Literature, and Principal of Preparatory Department.	2,000
John B. Feuling, Ph. D.	Professor of Modern Languages and Comparative Philology	2,000
Col. W. J. L. Nicodemus	Professor of Military Science and Civil Engineering	2,000
John B. Parkinson, A. M.	Professor of Mathematics, and Lecturer on Civil Polity and International Law	2,000
J. E. Davies, A. M., M. D.	Professor of Natural History and Chemistry	2,000
W. W. Daniells, M. S. .	Professor of Agriculture and Analytical Chemistry	2,000
Roland Irving, A. M., E. M.	Professor of Geology, Mining and Metallurgy, and Curator of Cabinet.....	2,000
Hon. L. S. Dixon, LL. D.	Chief Justice of the Supreme Court of Wisconsin, and Professor of Law.....	.....
Hon. Orsamus Cole, LL. D.	Associate Justice of the Supreme Court of Wisconsin, and Professor of Law .....	.....
Hon. W. P. Lyon, LL. D.	Associate Justice of the Supreme Court of Wisconsin, and Professor of Law.....	.....
Hon. P. L. Spooner	Dean of Law Faculty .....	.....
Hon. H. S. Orton, LL. D.	Professor of Law.....	.....
J. H. Carpenter, Esq.....	Professor of Law.....	.....
William F. Vilas, LL. B.	Professor of Law.....	.....
R. B. Anderson, A. M. .	Instructor in Languages.....	\$1,200
Elmer H. Craig, A. B. .	Instructor	700
Robert H. Brown, Ph. B.	Instructor	700
Mrs. D. E. Carson	Preceptress	900

University of Wisconsin—continued.

Names.	Departments of Instruction.	Salary.		
Miss Josephine Magoon.	Assistant Preceptress.....	700		
Miss L. S. Spencer, Ph. B.	Instructress.....	600		
Miss Augusta Buttner...	Instructress in French and German.....	600		
*Miss Ella F. Sage.....	Teacher of Instrnmental Music.....			
*Miss Mary C. Woodworth	Teacher of Vocal Music.....			
*Miss Annie Cushman ..	Teacher of Drawing and Oil Painting....			

	Male.	Female.	Total.
5. Total number who have graduated—			
From colleges	176	9	185
From law department.....			93
			279
6. Number who graduated at last commencement—			
From colleges	22		22
From law department.....			24
			46
7. Number of students in the senior class	22		
8. Number of students in the junior class	31	13	
9. Number of students in the sophomore class.....	31	12	
10. Number of students in the freshman class	21	21	
11. Number of students not in the regular classes.....	41	54	
12. Number of students in the preparatory department.	157	35	

13. Number of acres of land owned by the institution, 234 in the farm; total	82,000
14. Estimated cash value of land owned by the institution.....	\$141,892 00
15. Estimated cash value of buildings owned by the institution.	145,000 00
16. Amount of endowments and funds except real estate.....	
17. Amount of income for the current year from all sources except tuition.....	45,813 17
18. Amount received for tuition during the current year.....	9,325 00
19. Rates of tuition in collegiate department per annum, not including board.....	18 00
20. Rates of tuition in preparatory department per annum, not including board.....	18 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1878	54,688 64

C. S. HAMILTON,
President of the Board of Trustees.

By J. H. TWOMBLY.

*Income of Department.

BELOIT COLLEGE.

Annual Report of the President of the Board of Trustees of Beloit College for the year ending August 31, 1873.

1. Corporate name of the Institution, The Board of Trustees of Beloit College.
2. Name of the place where the institution is located, Beloit.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salary.
Aaron L. Chapin, D. D. .	History and Civil Politics	\$1,800
Rev. Joseph Emerson, M.A.	Greek Language and Literature.....	1,500
Jackson J. Bushnell, M.A.	Mathematics and Natural Philosophy	1,500
Rev. Wm. Porter, M. A. .	Latin Language and Literature.....	1,500
Rev. Jas. J. Blaisdell, M.A.	Mental and Moral Philosophy	1,500
James H. Eaton, M. D. .	Chemistry and Natural Science	1,500
Rev. H. M. Whitney, M.A.	Rhetoric and English Literature	1,500
Peter Hendrickson, M. A.	Modern Languages.....	1,200
Ira W. Pettibone, M. A. .	Principal of Preparatory School	1,500
Thomas D. Christie, B.A.	Assistant in Preparatory School.....	800

	Male.	
5. Total number who have graduated.....	201	.....
6. Number who graduated at last commencement	13	.....
7. Number of students in the Senior Class.....	13	.....
8. Number of students in the Junior Class	10	.....
9. Number of students in the Sophomore Class.....	14	.....
10. Number of students in the Freshman Class	20	.....
11. Number of students not in the Regular Classes.....		.....
12. Number of students in the Preparatory Department	121	.....

13. Number of acres of land owned by the institution	1,648
Site	20
Other lands in Wisconsin	601
In other states	1,027
14. Estimated cash value of land owned by the institution.....	\$34,500 00
Site	\$20,500
Other lands.....	14,500
15. Estimated cash value of buildings owned by the institution.	55,500 00
16. Amount of endowments and funds except real estate.....	118,907 65
17. Amount of income for the current year from all sources except tuition.....	11,970 82
18. Amount received for tuition during the current year	4,239 76
19. Rates of tuition in collegiate department per annum, not including board.....	86 00
20. Rates of tuition in preparatory department per annum, not including board	26 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1873.....	16,477 77

A. L. CHAPIN,
President of the Board of Trustees.

GALESVILLE UNIVERSITY.

*Annual Report of the President of the Board of Trustees of
Galesville University, for the Year ending August 31, 1873.*

1. Corporate name of the institution, The Board of Trustees of Galesville University.
2. Name of the place where the institution is located, Galesville, Wis.
3. Year when the institution was founded, chartered 1854—opened 1859.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
Rev. H. Gilliland, D. D..	Mental and Moral Philosophy	\$1,200
Rev. D. S. Howes, B. S..	Natural Science.....	.....
Miss F. F. Luce, A. M..	Ancient Languages.....	300
Miss E. L. French, M.E.L.	Mathematics	300
Miss A. P. Bruce	Music and German.....	.....

	Male.	Female
5. Total number who have graduated.....	10	8
6. Number who graduated at last commencement.....	2	.....
7. Number of students in the Senior Class	2	.....
8. Number of students in the Junior Class	2	.....
9. Number of students in the Sophomore Class	13	.....
10. Number of students in the Freshman Class	18	.....
11. Number of students not in the Regular Classes....	.....	.....
12. Number of students in the Preparatory Department.....	103	.....

13. Number of acres of land owned by the institution	600
14. Estimated cash value of land owned by the institution.....	\$10,000
15. Estimated cash value of buildings owned by the institution....	12,000
16. Amount of endowments and funds, except real estate.....	3,000
17. Amount of income for the current year from all sources except tuition	1,060
18. Amount received for tuition during the current year.....	1,340
19. Rates of tuition in collegiate department per annum, not including board.....	27
20. Rates of tuition in preparatory department per annum, not including board.....	21
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending Aug. 31, 1873.	2,450

H. GILLILAND,
President of the Board of Trustees.

LAWRENCE UNIVERSITY.

*Annual Report of the President of the Board of Trustees of
Lawrence University for the year ending August 31, 1873.*

1. Corporate name of the institution, Lawrence University.
2. Name of place where the institution is located, Appleton.
3. Year when the institution was founded, 1847.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salary.
G. M. Steele, D. D.....	Clafin Professor of Ethics and Civil Polity.	\$1,500
Hiram A. Jones, A. M....	Professor of Ancient Languages.....	1,000
James C. Faye, A. M....	Professor of Chemistry and Physics.....	1,000
.....	*Professor of Mathematics and Astronomy.....	.....
Wilbur F. Yocum, A. M.	Professor of Natural History.	1,000
†James H. Wormer, A. M.	Non-resident Professor of Modern History and Languages.....	350
O. P. De Land	Principal of Commercial School	1,000
Miss M. J. Evans	Preceptress and teacher of Latin and German	700
Miss L. M. Hodgkins ...	French and Botany	650
Miss S. A. Clark	Drawing and Painting.....	.....
Mrs. S. S. Fitch.....	Vocal and Instrumental Music.....	.....

	Male.	Female.
5. Total number who have graduated	103	52
6. Number who graduated at last commencement.....	7	4
7. Number of students in the Senior Class.....	10	2
8. Number of students in the Junior Class.....	12	2
9. Number of students in the Sophomore Class	9	9
10. Number of students in the Freshman Class.....	22	8
11. Number of students not in regular classes.....	31	28
12. Number of students in the Preparatory Department	136	86

13. Number of acres of land owned by the institution.....	
14. Estimated cash value of land owned by the institution	\$4,880 00
15. Estimated cash value of buildings owned by the institution and ‡lot on which they stand	98,000 00
16. Amount of endowments and funds except real estate.....	67,523 13
17. Amount of income for the current year from all sources except tuition	8,288 58
18. Amount received for tuition during the current year.....	1,559 64
19. Rates of tuition in collegiate department per annum, not including board	21 00
20. Rates of tuition in preparatory department per annum, not including board.....	15 00
21. Amount paid on account of expenses of the institution, exclu- sive of building and repairs, during the year ending August 31, 1873	10,292 70

GEO. M. STEELE,
President of the Board of Trustees.
By H. A. JONES.

*The duties of this chair are at present performed by Prof. Yocum.
† Present one term in the year. ‡ Lot estimated at \$50,000.

MILTON COLLEGE.

*Annual Report of the President of the Board of Trustees of
Milton College, for the year ending August 31, 1873.*

1. Corporate name of the institution, Milton College.
2. Name of the place where the institution is located, Milton.
3. Year when the institution was founded as an academy, 1844; as a college, 1867.
4. Names of members of the faculty, with their respective salaries:

NAMES.	Departments of Instruction.	Salaries.
Rev. W. C. Whitford, A. M.	Natural, Mental and Moral Sciences	\$1,000
Edward Searing, A. M.	Latin Language	800
Albert Whitford, A. M.	Mathematics	800
Jairus M. Stillman	Vocal and Instrumental Music	500
Miss Mary F. Bailey, L. A.	German and English Languages	350
Miss Jane C. Bond, L. A.	English Language and Mathematics	350
Miss R. Mintie Howard	Instrumental Music	300
Lucius Heritage	Tutor in Latin	180
E. D. Squires	Penmanship and Bookkeeping	180

	Male.	Female	Total.
5. Total number who have graduated	42	50	92
6. Number who graduated at last commencement	2	5	7
7. Number of students in the Senior Class, College	2	2	4
8. Number of students in the Junior Class, College	6	8	9
9. Number of students in the Sophomore Class, College.	16	10	26
10. Number of students in the Freshman Class, College.	25	14	39
11. Number of students not in the regular classes	40	30	70
12. Number of students in the Preparatory Department.	35	20	55

13. Number of acres of land owned by the institution	73
14. Estimated cash value of land owned by the institution	\$3,700
15. Estimated cash value of buildings owned by the institution.	\$30,500
16. Amount of endowments and funds except real estate	\$4,225
17. Cabinets, apparatus, libraries and furniture	\$4,900
18. Amount of income for the current year from all sources except tuition	\$225
19. Amount received for tuition during the current year	\$2,890 49
20. Rates of tuition in collegiate department per annum, not including board	\$27 to \$33
21. Rates of tuition in preparatory department per annum, not including board	\$24 to \$27
22. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1873	\$3,797 49

W. C. WHITFORD,
President of the Board of Trustees.

RACINE COLLEGE.

Annual Report of the Warden of Racine College, for the year ending August 31, 1873.

1. Corporate name of the institution, Racine College.
2. Name of the place where the institution is located, Racine.
3. Year when the institution was founded, 1852.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salary.
Rev. J. De Koven, D. D..	Warden	\$2,500
Rev. E. B. Spalding, A.M.	Acting Prof. of Political Economy and History, Acting Dean of Scientific School, and Head Master.....	2,000
Rev. H. Wheeler, B. D..	Professor of Mathematics.....	1,800
Rev. A. Falk, Ph. D.....	Professor of Greek.....	1,800
Rev. J. J. Elmendorf, D.D.	Professor of Belles Lettres and Moral Philosophy.....	1,800
Rev. R. G. Hinsdale, B. D.	Professor of Chemistry and Geology	1,800
Rev. I. H. Converse, A. M.	Professor of Latin.....	1,800
Rev. F. S. Luther, A. M..	Rector of the Grammar School.....	1,100
Geo. S. Meade, A. M. .	Masters.....	1,100
Watson B. Hall, A. M. .		1,200
Rev. A. Piper, A. M. .		1,100
Sam'l L. Hudson, A. M.		800
Henry C. Dillon, A. B.		800
J. Holmes Converse...		1,000
Edw'd C. Gould, A. M.]		800

	Male.	Female
5. Total number who have graduated.....about	70	.....
6. Number who graduated at last commencement.....	17	.....
7. Number of students in the Senior Class.....	10	.....
8. Number of students in the Junior Class.....	11	.....
9. Number of students in the Sophomore Class.....	9	.....
10. Number of students in the Freshman Class.....	13	.....
11. Number of students in the Scientific School.....	14	.....
12. Number of students in the Preparatory Department.....	139	.....

13. Number of acres of land owned by the institution.....	90
14. Estimated cash value of land owned by the institution.....	\$9,000 00
15. Estimated cash value of buildings owned by the institution.....	100,000 00
16. Amount of endowments and funds, except real estate.....	.....
17. Amount of income for the current year, from all sources except tuition.....	.....
18. Amount received for tuition during the current year.....	75,329 04
19. Rates of tuition in collegiate department, per annum, including board	427 00
20. Rates of tuition in preparatory department, per annum, including board	412 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1873.....	.....

JAMES DE KOVEN,
Warden of Racine College.

RIPON COLLEGE.

*Annual Report of the President of the Board of Trustees of
Ripon College, for the year ending August 31, 1873.*

1. Corporate name of institution, Ripon College.
2. Name of the place where the institution is located, Ripon, Wis.
3. Year when the institution was founded (as a college), 1863.
4. Names of members of the Faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
Rev. W. E. Merriman, A. M.	Mental and Moral Science.....	\$1,200
Rev. E. H. Merrell, A. M.	Greek	1,000
Joseph M. Geery, A. M.	Rhetoric and English Literature.....	1,000
C. A. Kenaston, A. M.	Mathematics and Astronomy	950
Rev. John H. Haire, A. M.	Latin	850
Moses M. Barrett, A. M.	Chemistry and Natural History.....	850
John C. Fillmore, A. M.	German and Music .....	.....
Mrs. C. T. Tracy	Botany and Mathematics.....	480
Miss L. H. Adams, A. M.	Greek and Mathematics.....	480
Miss Kate Bushnell.....	Higher English Studies	500
Miss C. M. Nettleton.....	Music and Vocal Culture	700

	Male.	Female	Total.
5. Total number who have graduated	28	19	47
6. Number who graduated at last commencement.....	8	4	12
7. Number of students in the senior class	8	4	12
8. Number of students in the junior class	6	4	10
9. Number of students in the sophomore class.....	14	6	20
10. Number of students in the freshman class	6	3	9
11. Number of students not in regular classes.....	}	}	334
12. And in the preparatory department			

13. Number of acres of land owned by the institution.....	440 00
14. Estimated value of land owned by the institution.....	\$4,440 00
15. Estimated cash value of buildings owned by the institution...	6,500 00
16. Amount of endowments and funds except real estate	45,900 00
15. Amount of income for the current year from all sources except tuition	3,700 00
18. Amount received for tuition during the current year, about....	3,500 00
19. Rates of tuition in collegiate department per annum, not including board.	24 00
20. Rates of tuition in preparatory department per annum, not including board	21 00
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1873.....	.....

W. E. MERRIMAN,
President of the Board of Trustees.

REPORTS OF ACADEMIES AND SEMINARIES.

ALBION ACADEMY.

Annual Report of the President of the Board of Trustees of Albion Academy and Normal Institute for the year ending August 31, 1873.

1. Corporate name of the institution, Albion Academy and Normal Institute.
2. Name of the place where the institution is located, Albion, Dane Co., Wis
3. Year when the institution was founded, 1854.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	*Salaries.
Rev. A. R. Cornwall, A. M.	Prof. Latin and Metaphysics	
Prof. Jos. Beardsley, A. M.	Prof. Greek and Higher Mathematics.....	
Prof. Thure Kumlien, A. M.	Curator Cabinet.....	
Mrs. E. M. Dennison....	Preceptress	
Mrs. A. L. Cornwall, L. P.	German, French, Botany.....	
Lemuel West	Teacher of Arithmetic	
N. R. Doan.....	Physiology and History	
G. S. Maxson ...	Teacher in English Branches	
G. W. Latta	Penmanship	
Augusta Head	Instrumental Music	

	Male.	Female.	
5. Total number who have graduated.....	47	83	.....
6. Number who graduated at last commencement	2	1	.....
7. Number of students in the — Class.....			.....
8. Number of students in the — Class.....			.....
9. Number of students in the — Class.....			.....
10. Number of students in the — Class.....			.....
11. Number of students in the Regular Classes			181
12. Number of students in the Preparatory Department.....			.....

*The salary of teachers is proportioned to the income, which is irregular—according to the number of students.

13. Number of acres of land owned by the institution.....	162
14. Estimated cash value of land owned by the institution.....	\$1,500
15. Estimated cash value of buildings owned by the institution.....	50,006
16. Amount of endowments and funds except real estate.....	5,000
17. Amount of income for the current year from all sources except tuition	
18. Amount received for tuition during the current year.....	
19. Rates of tuition in academical department per term, not including board.....	\$6 to \$8
20. Rates of tuition in preparatory department per term, not including board	
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1873.....	

C. R. HEAD,
President of the Board of Trustees.

GERMAN AND ENGLISH ACADEMY.

Annual Report of the President of the Board of Trustees of German and English Academy of Milwaukee, for the year ending August 31, 1873.

1. Corporate name of the institution, German and English Academy.
2. Name of the place where the institution is located, Broadway.
2. Year when the institution was founded, 1853.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salary.
P. Engelmann.....	Mathematics and Botany	\$1,000
W. Shleif.....	Ancient and Modern Language	1,000
C. Choinsky	German	800
J. Brucker	German and English.....	700
Ed. Vogel	Music	800
Wm. Stapleton	Arithmetic and Geography	900
G. Brosius	Gymnast	180
Dr. T. Brendesse.....	Chemist	120
Miss Chapman	English	700
Miss Clark	English branches	600
Miss Kupper	German and English.....	600
Miss Baison.....	German and French	600
Miss Brown.....	English Branches.....	600
Mrs. Baker.....	Drawing.....	312
Mrs. Derflinger.....	Industry.....	120
Mrs. Rohde.....		

	Male.	Female
5. Total number who graduated.....		2
6. Number who graduated at last commencement.....		4
7. Number of students in the — class.....	216	104
8. Number of students in the — class.....		
9. Number of students in the — class.....		
10. Number of students in the — class.....		
11. Number of students not in the regular class.		
12. Number of students in Preparatory Departm't		
} Elemen't } Higher, } and Y'g } Ladies } Depart- } ments.		
13. Number of acres of land owned by the instution		
14. Estimated cash value of land owned by the institution.		
15. Estimated cash value of buildings owned by the institution..		\$42,000
16. Amount of endowment and funds except real estate.....		
17. Amount of income for the current year from all sources except tuition		4,000
18. Amount received for tuition during the current year ..		10,000
19. Rates of tuition in academical department per annum, not including board		46
20. Rates of tuition in preparatory department per annum, not including board, respectively.		28 and 34
21. Amount paid on account of expenses of the institution, exclusive of building and repairs, during the year ending August 31, 1871.....		12,000

P. ENGELMANN & W. SCHLEIF,
Principals of German and English Academy.

ROCHESTER SEMINARY.

Annual Report of the President of the Board of Trustees of Rochester Seminary, for the Year ending August 31, 1873.

1. Corporate name of the institution, Rochester Seminary.
2. Name of the place where the institution is located, Rochester, Racine county, Wisconsin.
3. Year when the institution was founded, 1866.
4. Names of members of the faculty, with their respective salaries:

Names.	Departments of Instruction.	Salaries.
J. H. Gould, Principal..	Latin, Nat. Sciences and Normal Instruction	\$1,000
Geo. F. Newell, M. D...	Lectures on Anat. Phys. and Hygiene.....	gra't's
Mrs. Mary A. Gould	Preceptress and Teacher of Mathematics and Higher English	400
Mrs. Florence Jackson..	Instrumental and Vocal Music.....	
Ozro G. Augir.....	Geography.....	

	Male.	Female
5. Total number who have graduated.....	2	1
6. Number who graduated at last commencement....	1	1
7. Number of students	55	32
8. Number of students in the — Class.....		
9. Number of students in the — Class.....		
10. Number of students in the — Class.....		
11. Number of students not in the Regular Classes.....		
12. Number of students in the Preparatory Department.....		
13. Number of acres of land owned by the institution.....		1½
14. Estimated cash value of land owned by the company.....		\$500
15. Estimated cash value of buildings owned by the institution...		6,000
16. Amount of endowments and funds, except real estate.....		None yet.
17. Amount of income for the current year from all sources, except tuition		\$615
18. Amount received for tuition during the current year.....		1,000
19. Rates of tuition in academical department per annum, not including board.....		\$21 to \$24
20. Rates of tuition in preparatory department per annum, not including board.....		18
21. Amount paid on account of the expenses of the institution, exclusive of buildings and repairs, during the year ending August 31, 1873.....		215

REV. O. D. AUGIR,
President of the Board of Trustees.

STATE CERTIFICATES.

The following studies and regulations have been prescribed, in accordance with the provisions of the law bearing upon the subject, for the procuring of these important certificates:

For a state certificate of five years, a successful examination in the studies now required for a first grade county certificate, with the addition of English literature and the *rudiments* of mental philosophy. The applicant must present satisfactory evidence of success in teaching for at least *three* terms, of three months each.

For a state certificate for life, of the *second grade*, a successful examination in orthoepy and orthography, arithmetic, penmanship, English grammar, reading, geography, United States history, elementary algebra, plane geometry (six books), natural philosophy, physiology, English literature, constitutions of United States and of state of Wisconsin, theory and practice of teaching and the *rudiments* of botany and mental philosophy.

For a state certificate for life, *first grade*, a successful examination in the studies required for a second grade certificate, and in the *rudiments* of zoology, chemistry, geology and political economy.

Applicants for either grade of life certificates must present satisfactory evidence of successful teaching for at least *nine* terms, of three months each. All stationery needed will be furnished by the examiners.

Evidence must be furnished to the state superintendent, at Madison, of success in teaching, previous to the examination.

Applicants who fail in any of the studies required for either of the above certificates, limited or unlimited, may present themselves for examination in such studies within one year from previous examination. A re-examination in the studies in which they were successful will not be demanded.

The questions used at the examinations held during 1873 are given in order to indicate more definitely the scope of the examinations.

QUESTIONS.

ORTHOEPY AND ORTHOGRAPHY.

1. A list of words to be pronounced, in the writing of which the following conditions are to be observed:

- (1.) List to be written.
- (2.) Vowels in accented syllables to be marked according to Webster's Dictionary.
- (3.) Words to be placed under the rules of spelling.
- (4.) Derivative words to be separated into root, prefix and suffix.
- (5.) Parts of speech to be indicated.
- (6.) Primitive words to be defined.

2. Define Word, Prefix, Suffix. Distinguish between derivative and compound words. Write correctly the following words, designating derivative and compound words. (List of words to be pronounced.)

3. Form, by prefix and suffix, as many words as possible from the following roots: tract, duce or duct, tain, vert, plicate.

ANALYTICAL ARITHMETIC.

(First five, answers only; of the last five, write complete analysis.)

1. How is the value of a proper fraction affected by adding the same number to both its terms?

2. If $3\frac{3}{4}$ yards of cloth cost $\$5\frac{1}{2}$, what will $6\frac{1}{4}$ yards cost.

3. How many square feet in a board 12.6 ft. long and 8 inches wide?

4. If to my age you add its half, its third, and 28 years, the sum will be three times my age? what is my age?

5. A makes a shoe in $\frac{2}{3}$ of a day; B makes one in $\frac{3}{4}$ of a day; how many shoes can both make in a day?

6. $\frac{2}{3}$ of the price for an article is equal to $\frac{1}{4}$ its cost; what is the gain per cent.?

7. A and B rented a pasture for \$72; A puts in 40 sheep, and B 8 cows; if 4 sheep eat as much as one cow, how much ought each to pay?

8. If $\frac{2}{3}$ of A's money is equal to $\frac{1}{4}$ of B's, and both together have \$340, how much has each?

9. What fraction is as much greater than $\frac{1}{2}$ as $\frac{1}{3}$ is less?

10. What number is that to which, if you add $\frac{1}{2}$ of $\frac{1}{17}$ of itself, $\frac{1}{2}$ of the sum will be 101?

ARITHMETIC.

(Analyze all Solutions.)

1. What is the difference between simple addition and compound addition?
In what respect are the processes alike?
2. In what three ways may a fraction be divided by a fraction? Illustrate.
3. What is the difference between a divisor and a multiple of a number?
4. Required the quotients of 1169, divided by the two prime factors next larger than 1.
5. How many square feet in the four walls of a room 36 feet long, 30 feet wide, and $10\frac{1}{2}$ feet high?
6. What is the difference between *the unit of a fraction* and *a fractional unit*?
7. In what time, at 12 per cent., will \$240 amount to \$720?
8. A merchant sold goods for \$600, and gained 25 per cent.; he invested the proceeds in flour, on which he lost 20 per cent.; did he gain or lose by the transaction, and how much?
9. If 8 men cut 24 cords of wood in 12 days, working 7 hours a day, how many men will cut 150 cords in 10 days, working 5 hours a day?
10. If 4,096 men are formed into an oblong, with 4 times as many men in rank as in file, how many will there be in rank and file?

PENMANSHIP.

1. Define penmanship.
What constitutes a system of Penmanship?
What is a principle in Penmanship?
2. Write and name, in their order, the principles employed in the system which you understand, naming the system. Write four letters illustrating each.
3. What is meant by slant?
Illustrate by a diagram, the manner in which it is obtained.
4. In forming letters, how are lines combined?
Illustrate each by example.
5. What is the standard of measurement?
What letter is the standard height?
What letter is the standard width?
6. According to the standard of measurement, name the classes into which small letters are divided.
Write the letter of the class in which *a* belongs.
7. Place, within parallel horizontal lines, the letters of the second class.
8. Write the capital letters *in order of their classification*, analyzing the first one in each class.

9. Analyze the following small letters, stating the height of each, and the class to which it belongs: *p, i, "long s," k, z.*

(1.) What is the height of capitals?

(2.) What exceptions to this rule?

(3.) Analyze the word "Examination."

10. At what time should the study of penmanship begin?

What is the benefit to be derived from black board exercises?

State the manner in which you would give a class the first three lessons.

ENGLISH GRAMMAR.

1. What classes of words are used as connectives? What peculiarities belong to each class?

2. Analyze: "Behold him proudly view some pompous pile, whose high dome swells to emulate the skies, and smile, and say, 'My name shall live with this, till Time shall be no more,' while at his feet the crumbling dust of the fallen fabric preaches the solemn lesson."

3. Correct the following: (a) He sent me the books, which he had promised. (b) He laid out to have had a fine garden.

4. Define two Grammatical figures; two Rhetorical figures.

5. Parse the italicised words: *I wish to know what is sought so vigorously by those petitioning?*

6. Write the poss. sing., and poss. plural, of the following words: valley; man; calf; Davis.

7. Write the plural of the following: son-in-law; mouthful; 2; pea; halo; fowl.

8. What are the rules for the use of *shall* and *will*?

9. Give synopsis of the verb *have*, in progressive form, second per., sing., solemn style.

10. How are the tenses in the Indicative formed?

GEOGRAPHY.

1. Describe one route through to Boston, with reference to (a) principal cities, (b) railroads, (c) general natural features, (d) special points of interest.

2. Which is generally the shorter passage, that from New York to Liverpool, or the return? Give reasons.

3. What countries of Europe are crossed by the parallel of Chicago?

4. Locate and describe (a) Mecca, (b) Mauritius, (c) Yukon, (d) Odessa.

5. What gives mountain chains their direction with reference to oceans and continents?

6. Name the chains comprising the great mountain system, which extends from the Bay of Biscay to the China Sea.

7. What physical conditions make Sahara a desert?

8. Trace the Isotherm of Sparta (45°) across the continent, mentioning the causes of its deflections.
9. Describe the Japan current.
10. Draw an outline map of Wisconsin and locate (a) three railroad lines, (b) five principal cities, (c) three different mineral regions.

UNITED STATES HISTORY.

1. Give an account of the plan and object of Burgoyne's campaign and the causes which led to his defeat.
2. What are the leading facts respecting Shay's Rebellion?
3. Why is the name of John Paul Jones famous in history?
4. Specify the acquisitions of territory made by the United States since the first treaty with England.
5. Name, with dates, the successive Administrations from 1837 to 1861.
6. What war occurred during Polk's Administration? Name and describe three battles of that war.
7. When, where and by whom was Wisconsin first settled? When admitted into the Union?
8. Name the seceding States in the late Rebellion.
9. Give an account of that battle which you consider the decisive one, in the late Rebellion, with your reasons for so considering it.
10. Give the date of (a) the settlement of Pennsylvania, (b) the treaty of peace closing the war of 1812, (c) the battle of Gettysburg, (d) the surrender of Lee.

ALGEBRA.

1. Find the value of $\left(\frac{1}{m} + \frac{1}{n}\right)(a+b) - \left(\frac{a+b}{m} - \frac{a-b}{n}\right)$.
2. Expand $\left(\frac{2x}{3} + 5a\right)^4$ by the binominal formula.
3. Given: $27(7-x)^2 - 43 = 77 - (7-x)^2$, to find x .
4. Given: $yx=24$, and $x^3+y^3 : x^3-y^3 :: 35 : 19$, to find x and y .
5. There are three numbers in geometrical progression; their sum is 42, and the difference of the first and second subtracted from the difference of the second and third is 6. Required the numbers.
6. Show that x^2 multiplied by $x^3=x^5$; state the result in the form of a principle.
7. Divide $(a^5-b^5)\sqrt{a+b}$ by $(a+b)\sqrt[4]{a+b}$.
8. Define, (a) surd; (b) root; (c) logarithm.
9. What is the value of the finite quantity, a , divided by 0? Demonstrate it.
10. A man rode a certain distance at the rate of 12 miles an hour and walked back at the rate of $3\frac{1}{2}$ miles per hour; the time occupied in going and returning was 2 hours. How far did he ride?

PLANE GEOMETRY.

1. Theorem.—If a regular hexagon be inscribed in a circle, any side will be equal to the radius of the circle.
2. Classify and define the different quadrilaterals.
3. Theorem.—The area of a square circumscribed about a circle is double the area of a square inscribed in the same circle.
4. Theorem.—Three straight lines which bisect the three angles of a triangle meet in the same point.
5. Problem.—To describe a circle through three given points.
6. Similar triangles are to each other as the squares of their homologous sides.
7. Define: (a) *equal* figures; (b) *equivalent* figures; (c) *similar* figures.
8. What is the sum of the angles of a hexagon?
Of a decagon?
9. Theorem.—Parallelograms on equal bases, and between the same parallels, are equal in area.
10. Theorem.—The angle formed by a tangent and a chord is measured by one-half the intercepted arc.

NATURAL PHILOSOPHY.

1. Define specific gravity; how is it ascertained?
2. Explain the principle of the screw; give the ratio of power to weight.
3. What is a Voltaic battery? A Bunsen battery?
4. Upon what principle in Optics does the construction of the Spectroscope depend?
5. Show that heat will melt a solid. What is meant by the melting-point?
6. Give the law of universal gravitation. What is the law of weight?
7. Define acoustics; sound. How is sound produced?
8. Explain the laws of motion, in a liquid escaping from an orifice beneath its surface.
9. How is elevation ascertained by means of the pendulum? What is a compensation pendulum?
10. What is the theory of magnetism?

PHYSIOLOGY AND HYGIENE.

1. Mention five important distinctions between animals and plants.
Define physiology.
2. Name the tissues of the human body.
3. How many bones are there in the body?
Classify the bones.
Name and number of those in each class.

4. Why do the joints suffer most in rheumatism ?
 Why should seats in school be of such height as to permit the feet to rest on the floor ?
 Why should the erect position in sitting and standing be strictly observed ?
5. What are the muscles ?
 Give their use.
 What joint in the system has the greatest range of movement, and why ?
6. Why should recesses for small or feeble pupils be frequent ?
 What effect have pure air and light on the muscles ?
7. Name the circulatory organs.
 Give, in full, the anatomy of the heart.
8. What is the Medulla Oblongata ?
 Name the membranes of the brain.
9. Where does the sense of touch reside ?
 If one side of the brain is injured, why is the *opposite* side of the body affected ?
10. Give the anatomy of the teeth.

ENGLISH LITERATURE.

1. What constitutes the literature of a country ? With whom does the history of English literature begin ?
2. What were the characteristics of the Elizabethan Age ? Who was the chief poet of this age ? Name prominent writers of philosophy and prose belonging to this period.
3. What was the origin of the Drama ? When and where was Shakspeare born ?
4. When did Milton live ? Name his principal poetical works. Who was the author of " The Ode on St. Cecilia's Day ? "
5. Classify the Plays of Shakspeare as regards their character. What benefits are to be derived from the study of his works ?
6. What was the origin of journalism in England ? Who is the founder of the English novel ? Who wrote The Letters of Junius ?
7. Mention the chief poetical works of Scott ; also five of his prose works.
8. Name poetical works of each of the following authors : Byron, Moore, Campbell and Coleridge.
9. Compare the writings of Dickens and Thackeray.
10. Has England any prominent novelist at present ? Name the chief historians, essayists and poets of England now living.

GOVERNMENT.

1. What is a constitution?
 2. In what cases has the Supreme Court original jurisdiction?
 3. What is an *ex post facto* law? What is a writ of *habeas corpus*?
 4. Give the processes by which a bill may become a law.
 5. What are the limits to the number of members in the Senate and Assembly of Wisconsin?
 6. What is the usual method of making treaties?
 7. From what constitutional resources are the educational resources of the State derived?
 8. What is meant by "common law?" Has it any force in our State?
 9. What rights are reserved to the States? or, in what matters is the State supreme?
- How may a bill become a law in this State?

THEORY AND PRACTICE.

Write upon the following topics, giving your views as derived from your own experience or observation:

1. Assigning Lessons.
2. Conducting Recitations.
3. Order in the school-room.
4. Discipline.
5. Prizes.
6. Punishments.
7. Self-reporting System.
8. Examinations.
9. Exhibitions.
10. The Teacher's Profession.

BOTANY.

1. Discuss the four stages of plant life.
2. Name the Floral Envelopes.
Name the Essential Organs of the Flower.
What is the office of the Flower?
3. Define Pappus; Pollen; Ovule; Dehiscence.
4. What is the Fruit? Define Pericarp.
Define the following forms of the Pericarp, and give one example of each: Achenium; Pome; Caryopsis; Nut.
What terms are properly applied to the pericarps of the following plants: Bean, Grape; Maple; Peach?

5. Describe, by the proper term, the roots of the following plants: Beet, Turnip; Grasses, Dahlia, Solanum Tuberosum.

Define the following terms, and give familiar examples: Sucker; Stolon; Runner.

6. What is the Leaf? From what is it derived?

Name and define the parts of a complete leaf.

7. Define Venation. Name the three characteristic modes of Venation.

Define briefly the following forms of the leaf, and illustrate each by a drawing: Ovate, Lanceolate; Cordate; Linear.

8. What is the inflorescence of the following plants: Currant; Lilac; Clover; Onion; Oak?

Place in their respective orders, the Tomato, Indian Corn, Sun Flower, Plum, and Tulip.

9. Name five deciduous trees, and five flowering plants indigenous to the locality in which you live.

State the nature of the soil most favorable to the growth of such trees as you mention.

10. What is your method of teaching Botany?

MENTAL PHILOSOPHY.

1. Define Consciousness, Attention, Conception.
2. What conditions are involved in an act of Memory?
3. How do you distinguish Classification from Generalization?
4. Name the more prominent Benevolent affections.
5. Use and abuse of Imagination.
6. Why have children little idea of time?
7. What do you mean by Intuition?
8. Distinguish between *taste* and *good taste*.
9. Define Resentment, Revenge.
10. What is implied in an act of choice?

ZOOLOGY.

1. Divide the Class Mammalia into Orders. Give the characteristics of each order.

2. What are the peculiarities of respiration in Birds? In what respect do the lungs of birds differ from the same organs in Mammals?

3. Describe Vultures. Give their character. Their use. Name a famous bird of this tribe found in South America. Also, one common in the Southern States.

4. Assign to its particular Order each of the following birds: Woodpecker, Partridge, Thrush, Stork, Penguin.

5. Which of the other Classes of animals do Reptiles most closely resemble in their general form? From what circumstance do they derive their name?
6. Mention an animal belonging to each of the four great natural divisions of Reptiles.
7. What is meant by the metamorphosis of an Insect? Illustrate by examples.
8. Give the anatomy of the Grasshopper.
9. How are Crustaceans characterized?
Mention three animals of this class.
10. What is essential to the successful study of Zoology?

CHEMISTRY.

1. By what means may the spontaneous changes of animal and vegetable matter be arrested? Illustrate.
2. What is hard water? How are stalactites formed?
3. Give the explanation of the formation of ether, sometimes called sulphuric ether. Its properties and uses.
4. What are the names and symbols of the lead oxides?
5. What is carbolic acid? What are its uses?
6. How is cast iron made? How converted into wrought iron?
7. How was the soda-ash of commerce formerly made? Give the history of the modern method.
8. What is a deodorizer? a disinfectant? an antiseptic?
9. In what crops is sulphuric acid an important constituent? How may it be applied?
10. Describe methods of making vinegar.

GEOLOGY.

1. Define the term Rock.
Name the principal stratified rocks.
Name the principal unstratified rocks.
2. Define the terms, laminæ, strata, joint, fault, dip.
3. What is a Fossil?
Name, in order, the Fossiliferous Rocks, beginning with the oldest.
What is the oldest record of animal life?
4. What was the Age of Fishes? of Reptiles?
What place is most noted for fossil footprints?
5. Where are the most extensive coal-fields in the world?
Name the coal-fields of the United States.
Distinguish between anthracite and bituminous coal.
6. What is a Glacier? Name and define the three forms of Moraines.
What large river of Asia has its origin in a glacier?

7. Distinguish between Drift and Modified Drift. Give proofs that the action of Drift has been from the North.
8. State the difference between Granite and Gneiss.
9. To what systems do the rocks of Wisconsin belong?
 Locate the mineral wealth of the state.
 Mention the rocks in the section where you live.
 What fossils have been found in the state, of special interest, and where?
10. What portions of the state are free from Drift?
 Why is no coal found in Wisconsin?
 Where is the limestone region of Wisconsin?

POLITICAL ECONOMY.

1. What is the difference between price and value?
2. What determines the rate of wages?
 Why are the wages of women lower than those of men?
3. On what does the value of money depend?
4. Arguments for and against direct taxation.
5. Why are both profits and wages high in a new country?
6. What do you say of credit as a substitute for money?
7. What do you understand by unproductive labor? Illustrate.
8. What effect has the extension of machinery upon laborers?
9. Is competition pernicious?
10. Would the good of society be promoted by the social independence of women?

UNIVERSITY OF WISCONSIN.

In the absence of an official report, various items of importance are taken from the last annual catalogue.

RE-ORGANIZATION.

Chapter 144—General Laws of 1866.

SECTION 1. The object of the University of Wisconsin shall be to provide the means of acquiring a thorough knowledge of the various branches of learning connected with scientific, industrial and professional pursuits; and to this end it shall consist of the following colleges, to-wit: 1st. The College Arts; 2d. The College of Letters; 3d. Such professional and other colleges as from time to time may be added thereto or connected therewith.

SECTION 2. The College of Arts shall embrace courses of instruction in the mathematical, physical and natural sciences, with their application to the industrial arts, such as agriculture, mechanics and engineering, mining and metallurgy, manufactures, architecture and commerce; in such branches included in the College of Letters as shall be necessary to a proper fitness of the pupils in the scientific and practical courses for their chosen pursuits; and in military tactics; and as soon as the income of the University will allow, in such order as the wants of the public shall seem to require, the said courses in the sciences and their application to the practical arts, shall be expanded into distinct colleges of the University, each with its own faculty and appropriate title.

SECTION 3. The College of Letters shall be co-existent with the College of Arts, and shall embrace a liberal course of instruction in languages, literature and philosophy, together with such courses or parts of courses in the College of Arts as the authorities of the University shall prescribe.

Amendment of 1867.

SECTION 4. The University shall be open to female as well as male students, under such regulations and restrictions as the Board of Regents may deem proper; and all able-bodied male students of the University, in whatever college, shall receive instruction and discipline in military tactics, the requisite arms for which shall be furnished by the State.

BOARD OF REGENTS.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
Ex-officio Regent.*Term expires first Monday in February, 1874.*

6th Congressional District.... AUG. L. SMITH..... Appleton.
 6thdo..... JACOB S. BUGH..... Wautoma.
 1stdo..... B. R. HINKLEY Oconomowoc.
 3ddo..... H. H. GRAY Darlington.

Term expires first Monday in February, 1875.

7th Congressional District.... ANGUS CAMERON... La Crosse.
 5th do..... C. S. HAMILTON..... Fond du Lac.
 2ddo..... J. C. GREGORY Madison.

Term expires first Monday in February, 1876.

State-at-Large..... N. B. VAN SLYKE... Madison.
 8th Congressional District.... H. D. BARRON St. Croix Falls.
 4thdo..... J. R. BRIGHAM Milwaukee.

OFFICERS.

C. S. HAMILTON,
PRESIDENT.

JOHN S. DEAN,
SECRETARY.

STATE TREASURER,
EX-OFFICIO TREASURER.

EXECUTIVE COMMITTEE,
N. B. VAN SLYKE, J. C. GREGORY, B. R. HINKLEY.

FARM COMMITTEE,
B. R. HINKLEY, H. H. GRAY.

FARM SUPERINTENDENT,
JOHN FERRY.

The faculty and instructors are given in the report of the president, on page 189.

SUMMARY OF STUDENTS.

Attendance for the year 1872-3, and the Fall Term of 1873-4,
inclusive:

POST GRADUATES, 1872-3.....	2	....
	<hr/>	2
<i>Graduating Classes of 1873.</i>		
COLLEGE OF ARTS.....	14	....
Department of Civil Engineering.....	3	....
COLLEGE OF LETTERS	5	....
Law Department.....	26	....
	<hr/>	48
COLLEGE OF ARTS—		
<i>Department of General Science—</i>		
Senior Class	17	....
Junior Class.....	13	....
Sophomore Class	39	....
Freshman Class.....	61	....
	<hr/>	130
<i>Department of Civil Engineering—</i>		
Senior Class	2	....
Junior Class.....	6	....
	<hr/>	8
COLLEGE OF LETTERS—		
<i>Course in Ancient Classics—</i>		
Senior Class	6	....
Junior Class.....	15	....
Sophomore Class	10	....
Freshman Class.....	9	....
	<hr/>	40
<i>Course in Modern Classics—</i>		
Freshman Class.....	6	....
	<hr/>	6
Students in college studies—not regularly classified.....	40	
Sub-Freshman Class.....	47	
Preparatory Students.....	114	
FEMALE COLLEGE—		
Senior Class.....	14	....
Junior Class.....	12	....
Sophomore Class	20	....
Freshman Class.....	23	....
	<hr/>	69
Students in college studies—not regularly classified.....	67	
Preparatory Students.....	55	
Law Department.....	23	
	<hr/>	
College and Law Students.....	425	
Sub-Freshman Class.....	47	
Preparatory Students.....	169	
	<hr/>	
Total.....	641	
	<hr/>	

Attendance, Fall Term, 1873-74.

COLLEGE OF ARTS—

Department of General Science—

Senior Class.....	17	....
Junior Class.....	12	....
Sophomore Class.....	38	....
Freshman Class.....	58	....
	<hr/>	120

Department of Civil Engineering—

Senior Class.....	2	....
Junior Class.....	3	....
	<hr/>	5

COLLEGE OF LETTERS—

Course in Ancient Classics—

Senior Class.....	6	....
Junior Class.....	14	....
Sophomore Class.....	9	....
Freshman Class.....	9	....
	<hr/>	38

Course in Modern Classics—

Freshman Class.....	6	....
	<hr/>	6

In College Studies—not regularly classified 25

Sub-Freshman Class..... 26

Preparatory Students..... 42

FEMALE COLLEGE—

<i>Resident Graduate</i>	1	
Senior Class.....	14	....
Junior Class.....	9	....
Sophomore Class.....	17	....
Freshman Class.....	19	....
	<hr/>	59

In College Studies—not regularly classified 38

Preparatory Students..... 30

LAW DEPARTMENT..... 28

College and Law Students..... 310

Sub-Freshman Class..... 26

Preparatory Students..... 72

Total..... 408

THE COLLEGES.

I. COLLEGE OF ARTS.

The College of Arts is organized under the following section of the General Laws of 1866, Ch. CXIV:

SECTION 2. The College of Arts shall embrace courses of instruction in the mathematical, physical and natural sciences, with their application to the industrial arts, such as agriculture, mechanics and engineering, mining

and metallurgy, manufactures, architecture and commerce, in such branches included in the College of Letters as shall be necessary to a proper fitness of the pupils in the scientific and practical courses for their chosen pursuits and in military tactics; and as soon as the income of the University will allow, in such order as the wants of the public shall seem to require, the said courses in the sciences and their application to the practical arts, shall be expanded into distinct colleges of the University, each with its own faculty and appropriate title.

The plain object of this section is to provide, not only for a general scientific education, but also for such a range of studies in the *applications of science* as to meet the wants of those who desire to fit themselves for agricultural, mechanical, commercial, or strictly scientific pursuits. The courses of study are such as to provide a sound education in the elements of science, and at the same time to give great freedom in the selection of studies according to the choice of the individual student. As higher demands are made they will be met by adding to the list of elective studies, and by the enlargement of the Faculty of Arts so as to form distinct colleges, as provided for in the act of re-organization.

This College embraces the Departments of General Science, Agriculture, Civil Engineering, Mining and Metallurgy, and Military Science.

DEPARTMENT OF GENERAL SCIENCE.

FRESHMAN YEAR.

First Term.

Mathematics—Higher Algebra. Loomis.
English—Mulligan's Structure of the English Language.
French—Otto's Conversation Grammar, or
German—Comfort's German Course.
Optional—Scandinavian.

Second Term.

Mathematics—Solid Geometry. Loomis.
English—Carpenter's English of the XIV Century.
French—Otto's Grammar and Reader, or
German—Comfort's German Course.
Optional—Scandinavian.

*Third Term.**Mathematics*—Plane and Spherical Trigonometry.*Botany*—Gray's Manual.*French*—Otto's Grammar and Reader, or*German*—Comfort's Grammar and Whitney's Reader.

Themes and Declamations throughout the course; also, French and German Composition.

SOPHOMORE YEAR.

*First Term.**Surveying, Navigation.**Conic Sections and Analytical Geometry*—Loomis.*Crystallography.**English Literature*—Shaw's Complete Manual.*French*—Select Prose and Poetry; or*German*—Whitney's Grammar and Reader.*Second Term.**Zoology*—Nicholson.*Analytical Geometry*—Loomis.*French*—Select Prose and Poetry; or*German*—Whitney's Grammar and Reader.*Third Term.**Calculus*—Loomis.*Zoology*—completed.*French*—Racine—Oeuvres choisies; or*German*—Schiller's William Tell.*Lectures*—History.

JUNIOR YEAR.

*First Term.**Mechanics*—Snell and Lectures.*Chemistry*—Elliot and Storer, Lectures.*Rhetoric*—Bain and Lectures.*Second Term.**General Physics*—Snell and Lectures.*Chemistry*—Fownes and Lectures.*History*—Hallam's Middle Ages.

Third Term.

Astronomy—White.
Mineralogy.
Analytical Chemistry.

SENIOR YEAR.

First Term.

Mental Philosophy—Porter and Lectures.
Political Economy—Walker and Lectures.
Logic—Inductive, Fowler.
Æsthetics—Bascom and Lectures.
Lectures—Science of Language.
Optional—Metallurgy, Assaying.

Second Term.

Moral Philosophy—Hopkins.
Logic—Deductive, Jevons and Lectures.
Geology—Dana and Lectures.
Lectures—International Law.

Third Term.

Natural Theology.
Constitutional Law—Story and Lectures.
Paleontology.
Lectures—History of Civilization.
Optional—Economic Geology.

DEPARTMENT OF AGRICULTURE.

It is the design of the University to give in this Department a thorough course of scientific instruction, in which the leading studies shall be those that relate to agriculture. The instruction in this course will be thorough and extensive, and will be given with constant reference to its practical applications, and the wants of the farmer.

The University farm is used to aid this department in conducting experiments in Agriculture and Horticulture.

Students can enter this, as all other departments of the University, at any time upon examination, can pursue such studies as they choose, and receive a certificate of attendance.

The analytical laboratories are connected with this department.

FRESHMAN YEAR.

Same as the course in the Department of General Science.

SOPHOMORE YEAR.

In addition to the studies of the course in the Department of General Science, candidates for this course will take drawing two hours a week.

Agriculture.—General farm economy; employment of capital, etc. Mixed husbandry. Special farming—by sections.

Drawing.—Mapping farm.

Chemistry.—Fownes and Lectures.

Rhetoric.—Bain and Lectures.

Second Term.

Agriculture.—Natural History; breeding and care of farm animals; characteristics of different breeds. Beneficial and injurious insects.

Materials used in Building.

General Physics.—The application of the laws of light and heat to vegetable growth.

Chemistry.—Fownes and Lectures.

Third Term.

Agricultural Botany.—Botanical characteristics and geographical distribution of the natural orders, with their relative importance. The genera and species having agricultural value; those having commercial or medical value; those having ornamental value, and those which are noxious or detrimental—as weeds or poisonous plants.

Horticulture.—Hot beds, their construction and use. Methods of propagation of plants by layers, by cuttings, by budding or grafting, etc. Transplanting. Varieties of small fruits and the best means of cultivating them. General management of orchards and nurseries. Landscape Gardening. Forestry.

Veterinary Science.

Analytical Chemistry.

Astronomy.—White.

Architecture.—Drafting Farm Buildings.

SENIOR YEAR.

First Term.

Analytical Chemistry.—Quantitative.

Mental Philosophy.—Porter and Lectures.

Political Economy.—Walker and Lectures.

History of Agriculture.

*Second Term.**Agricultural Chemistry*—Soils, etc.*Geology*—Dana and Lectures.*Logic*—Deductive, Jevons and Lectures.*International Law*—Lectures.*Third Term.**Agricultural Chemistry*—Food, etc.*Road Building.**Draining and Draining Engineering.**Economic Geology.*

Two original papers, each on the relation of some branch of science to agriculture, will be required during the senior year.

DEPARTMENT OF CIVIL ENGINEERING.

The object of this department is to give students such instruction in the theory and practice of engineering as to fit them, after a moderate amount of practice in the field, to fill with credit the most responsible positions in the profession of the civil engineer.

During the vacation at the close of the Junior year, students are required to prepare a memoir on some selected subject; that for 1874 is: "Water supply for the city of Madison, Wisconsin."

The following is given as a specimen of the projects required for the degree of civil engineer: "Project for the location and building of a railroad." The road to begin at the East Madison depot, in the city of Madison, and run to the depot in the town of Oregon, distance, 10 miles. No gradient greater than $\frac{1}{250}$, and no radius of curvature less than 600 feet. Double track with a gauge of 3 feet. Distance between tracks 5 feet, and 5 feet between outside rail of track and the sides of the excavation or embankment. Slopes of embankments 2 to 1, and cuttings $1\frac{1}{2}$ to 1. Ballast of broken stone. Proper provision made for the passage of public and private roads and water courses.

Full specifications and estimates for each class of work.

Suitable profile and cross-section drawings of the road.

The memoir, by reference to the specifications, estimates and drawings will give a complete history of the work from its beginning to its completion.

Valuable instruments and models have been added during the past year.

The requirements for commencing the course are the same as those for entering the Junior class of the department of general science.

JUNIOR YEAR.

First Term.

Descriptive Geometry—Church.
Rhetoric—Bain and Lectures.
Analytical Mechanics—Snell and Lectures.
Chemistry—Lectures.
Drawing—Topographical.

Second Term.

Mechanics of Engineering—Rankine.
General Physics—Snell and Lectures.
Building Materials—Lectures.
Chemistry—Lectures.
Drawing—Geometrical.

Third Term.

Mechanics of Engineering—Rankine.
Mineralogy—Determinative.
Astronomy—White.
Analytical Chemistry—Qualitative.
Drawing—Machines.

Vacation Work.

Memoir on some selected subject.

SENIOR YEAR.

First Term.

Prime Movers—Rankine and Lectures.
Mental Philosophy—Porter and Lectures.
Geodesy—Rankine.
Metallurgy—Lectures.
Drawing—Steam Engine and other Prime Movers.

Second Term.

Structures—Rankine.
Logic—Jevons.
Bridges—Haupt and Lectures.
Geology—Lectures.
Drawing—Bridges.

Third Term.

Water Engineering—Bresse and Lectures.

Economic Geology—Lectures.

Constitutional Law—Story and Lectures.

Railroad Engineering—Henck and Field Practice.

Drawing—Maps of Hydrographical Surveys and Plans. Profiles and Sections of railroad surveys.

Practical exercises with the use of the instruments and the preparation projects of machines and structures continue through the entire course.

These are required for graduation.

DEPARTMENT OF MINING AND METALLURGY.

This department was established by the Regents at their annual meeting in June, 1871.

The object of this department is to furnish instruction in those branches of science, a thorough knowledge of which is essential to the intelligent worker, either in Mining or Metallurgy.

To render the instruction as practicable as possible, visits will be made by the students with the professor in charge to various Mining and Metallurgical works, and during the long vacation the students will be required to prepare a memoir on some selected subject.

Laboratories completely equipped are provided for practical instruction in Analytical Chemistry, Assaying, Determinative Mineralogy, etc. Collections of Minerals, Ores, Rocks, Fossils, etc., are available to the student, and will be added to from time to time. In some particulars, and especially in the Large Assay Laboratory, just fitted up, this department of the University has advantages not possessed by any other western institution.

Students will be allowed to take any part of the course for which they are fitted.

The requirements for beginning the studies of this department are the same as for the Civil Engineering course.

JUNIOR YEAR.

First Term.

Descriptive Geometry—Church.

General Chemistry—Lectures.

Crystallography—Lectures.

Drawing—Topographical and Geometrical.
Analytical Mechanics—Snell and Lectures.
Rhetoric—Bain and Lectures.

Second Term.

Metallurgy—Lectures.
Mechanics of Engineering—Rankine.
Analytical Chemistry—Lectures and Laboratory Practice.
General Chemistry—Lectures.
Drawing—Shades and Shadows and Perspective.

Third Term.

Mineralogy—Lectures and Laboratory Practice.
Analytical Chemistry—Laboratory Practice.
Metallurgy—Lectures.
Mechanics of Engineering—Rankine.
Drawing—Furnaces, Machines, etc.

Vacation Work.

Memoir on some selected subject.

SENIOR YEAR.

First Term.

Mineralogy—Determinative.
Assaying—Laboratory Practice.
Quantitative Analysis—Laboratory Practice.
Prime Movers—Rankine.
Mental Philosophy—Porter and Lectures.
Drawing—Furnaces, etc.

Second Term.

Geology—Lectures.
Mining Engineering—Lottner and Lectures.
Quantitative Analysis—Laboratory Practice.
Drawing—continued.

Third Term.

Geology—Lectures,
Mining Engineering—Continued.
Economic Geology—Lectures.
Railroad Engineering—Henck and Field Practice.
Drawing—Continued.

DEPARTMENT OF MILITARY SCIENCE.

The object of this department is to fit its graduates to perform the duties of subaltern officers in the Regular Army.

The following are the text books used in this department, viz:

Smith's Topography.
 Mahan's Military Engineering.
 Mahan's Advanced Guards, Outposts, etc.
 Benet's Military Law and Practice of Courts Martial.
 Benton's Ordnance and Gunnery.
 Upton's Infantry Tactics.
 United States Tactics for Field and Garrison, Artillery and Cavalry.
 United States Manual of Signals.
 United States Army Regulations.

The Board of Regents at its Annual Sessions will forward to the Governor of the State, the names of five students who have gone through the above course, standing first on the list according to merit in their studies and military department, who shall be recommended to the War Department as proper persons to receive the appointment of Second Lieutenants in the Regular Army.

All graduates of this course receive a suitable diploma.

Military drill is required of all able-bodied male members of the Sophomore and Freshman Classes, who must provide themselves with the prescribed uniform. This uniform is cheap, neat and suitable for ordinary wear. It is expected that many students not connected with these classes will join the Battalion. This is earnestly recommended as furnishing a most healthful exercise.

Those joining the Battalion will be subject to all the Rules and Regulations; and cannot withdraw without special action of the Faculty.

II. COLLEGE OF LETTERS.

COURSE IN ANCIENT CLASSICS.

This course embraces the Ancient Classics, Mathematics, Natural Science and English Literature, and is intended to be fully equivalent to the regular course in the best classical colleges in the country.

While great care is taken by the authorities of the University

to furnish young men with the means of obtaining a thorough preparation for the various departments of business, those studies which enable the student to secure the treasures of ancient wisdom and bring him into sympathy with the great thinkers of past ages will receive a requisite share of the time of instructors and students.

FRESHMAN YEAR.

First Term.

Mathematics—Higher Algebra. Loomis.
Latin—Livy and Latin Composition.
Greek—Homer's Iliad, Grammar and Composition.
Optional—Scandinavian.

Second Term.

Mathematics—Solid Geometry. Loomis.
Latin—Cicero de Officiis. Composition.
Greek—Herodotus. Grammar and Composition.
Optional—Scandinavian.

Third Term.

Mathematics—Plain and Spherical Trigonometry.
Botany—Gray's Manual.
Greek—Thucydides. Grammar and Composition.
 Themes and Declamations throughout the course.

SOPHOMORE YEAR.

First Term.

Surveying and Navigation.
Conic Sections.—Loomis.
Crystallography.
English Literature.—Shaw's Complete Manual.
Latin.—Horace.
German.—Comfort's Second Course.

Second Term.

Zoology.—Nicholson.
Latin.—Horace.
German.—Comfort's Course.

Third Term.

Latin.—Tacitus.

Greek.—Æschylus, Prometheus, Goodwin's Moods and Tenses.

German.—Comfort's Course.

German Composition throughout the year.

History.—Lectures.

JUNIOR YEAR.

First Term.

Mechanics.—Snell and Lectures.

Chemistry.—Elliott and Storer, Lectures.

Rhetoric.—Bain and Lectures.

Greek.—Demosthenes on the Crown. Greek Syntax.

Optional.—Historical Geography.

Second Term.

General Physics.—Snell and Lectures.

History.—Hallam's Middle Ages.

Greek.—Plato, Apology and Crito.

Third Term.

Astronomy.—White.

Latin.—Quintilian or Juvenal.

Comparative Philology.—Whitney and Lectures.

Optional.—The Roman Constitution. Deutsche Literaturgeschichte.

SENIOR YEAR.

First Term.

Mental Philosophy.—Porter and Lectures.

Political Economy.—Walker and Lectures.

Logic, Inductive.—Fowler.

Æsthetics.—Bascom and Lectures.

Second Term

Moral Philosophy.—Hopkins.

Logic, Deductive.—Jevons and Lectures.

Geology.—Dana and Lectures.

International Law.—Lectures.

*Third Term.**Natural Theology*—Chadbourne.*Constitutional Law*—Story.*Rhetoric*—Day's Art of Discourse (Invention).*History of Civilization*—Lectures.

COURSE IN MODERN CLASSICS.

In this course German and French take the place of Greek. The studies are so arranged as to give students a good knowledge of literature and such acquaintance with the language as will fit them to engage in the duties of instruction, or to prosecute, to advantage, professional studies.

FRESHMAN CLASS.

*First Term.**Mathematics*—Higher Algebra, Loomis.*Latin*—Literary and Latin Composition.*German*—Comfort's Course, or*French*—Otto's Conversation Grammar.*Optional*—Scandinavian.*Second Term.**Mathematics*—Solid Geometry, Loomis.*Latin*—Cicero de Officiis. Composition.*German*—Comfort's Course, or*French*—Otto's Grammar and Reader.*Optional*—Scandinavian.*Third Term.**Mathematics*—Plane and Spherical Trigonometry.*Botany*—Gray's Manual.*German*—Comfort's Grammar, Whitney's Reader, or*French*—Otto's Grammar and Reader.

Themes and declamations throughout the course, also French and German Composition.

SOPHOMORE YEAR.

First Term.

Surveying, Navigation.
Conic Sections—Loomis.
Crystallography.
English Literature—Shaw's Complete Manual.
Latin—Horace.
German—Whitney's Grammar and Reader, or
French—Select Prose and Poetry.

Second Term.

Zoology—Nicholson.
German—Whitney's Grammar and Reader, or
French—Select Prose and Poetry.
Latin—Horace.

Third Term.

Latin—Tacitus.
Anglo-Saxon—March.
German—Schiller's William Tell, or
French—Racine,
History—Lectures.

JUNIOR YEAR.

First Term.

Mechanics—Snell and Lectures.
Chemistry—Elliot & Storer. Lectures.
Rhetoric—Bain and Lectures.
German—Lessing's Minna von Barnhelm, or
French—Moliere, Le Misanthrope,
Optional—La Litterature Francaise Classique.

Second Term.

Ge. oral Physi s—Snell and Lectures.
History—Hallam's Middle Ages.
German—Goethe's Faust, or
French—La Litterature Francaise Classique.

*Third Term.**Astronomy*—White.*Latin*—Quintilian or Juvenal.*Comparative Philology*—Whitney and Lectures.*Optional*—The Roman Constitution, Deutsche Literaturgeschichte, or
La Grammaire Historique de la Langue Francaise.

SENIOR YEAR.

*First Term.**Mental Philosophy*—Porter and Lectures.*Political Economy*—Walker and Lectures.*Logic, Inductive*—Fowler.*Æsthetics*—Bascom and Lectures.*Second Term.**Moral Philosophy*—Hopkins.*Logic, Deductive*—Jevons and Lectures.*Geology*—Dana and Lectures.*International Law*—Lectures.*Third Term**Natural History*—Chadbourne.*Constitutional Law*—Story and Lectures.*Rhetoric*—Day's Art of Discourse. Invention.*History of Civilization*—Lectures.

III. FEMALE COLLEGE.

The course of study in this college is the same as that in the department of general science, college of arts, with the following substitutes allowed:

In place of surveying, navigation, agriculture, analytical Geometry, and the calculus, of the sophomore year; and in place of chemistry and analytical chemistry of the junior year, Latin or drawing may be substituted.

Ladies are permitted to pursue any course or elective study in the University, when preferred, and the same degree is conferred upon them as upon the gentlemen for the satisfactory completion of any course of study.

Students who do not desire to graduate may enter at any time,

and take any study of the term which they are prepared to prosecute to advantage.

The ladies' hall, erected by the munificence of the state, is an elegant and commodious building. It contains a chapel, teachers' rooms, recitation rooms, study and lodging rooms for about eighty students, and ample accommodations for boarding.

Students' rooms are neatly carpeted and furnished with heavy furniture. Occupants will be expected to provide the toilet sets needed in their rooms; also, towels, napkins, sheets, pillow-cases, blankets and counterpanes, all of which should be plainly marked with the name of the owner.

Students occupying this building are under the immediate charge of the preceptress, who, with her associate teachers, gives constant attention to the manners and general conduct of the pupils.

Competent and successful teachers give instruction in instrumental and vocal music.

The department of boarding is under the direction of an experienced and efficient matron, whose excellent character, business tact, and kind attention to the young ladies evince peculiar fitness for her position. Ladies occupying rooms in the building are required to board with the matron.

It is the design of the regents and faculty of the University to furnish young ladies with the means of securing an education as thorough and finished as can be obtained at any other institution in the country. To accomplish this object all available resources will be employed.

SUB-FRESHMAN CLASS.

For the purpose of securing a thorough preparation for the course in Ancient Classics, College of Letters, the following course has been arranged in Latin and Greek;

First Year.

Latin—Leighton's Lessons, Allen and Greenough's Grammar and Selections, (Cæsar, Curtius, Nepos and Sallust. 134 pages).

Greek—Leighton's Lessons, Goodwin's Grammar and Reader (Xenophon.)

History—Thalheimer's Ancient History.

Second Year.

Latin—Cicero's Select Orations (8), Virgil's *Æneid* (6 books), Allen's Composition (35 lessons), Grammar.

Greek—Goodwin's Reader (Xenophon and Herodotus, 155 pages). Homer's *Iliad* (2 books), Arnold's Composition (33 exercises), Grammar.

PREPARATORY DEPARTMENT.

The studies of this department are arranged with special reference to the accommodation of students who desire a suitable preparation, in English, to enter the College of Arts, the Female College, or the Sub-Freshman Class of the College of Letters.

Those who enter this Department are subject to the same rules as college students.

First Term.

History of England—Anderson.

Sentential Analysis—Greene.

Elementary Algebra.

Second Term.

Physical Geography.

Natural Philosophy.

Elementary Algebra—continued.

Third Term

Physiology.

Higher Algebra—Loomis.

Plane Geometry—Loomis.

POST-GRADUATE COURSE.

Bachelors of Art, Science and Philosophy will be admitted to the University as candidates for an appropriate degree. They must devote two years to study under the direction of the President and Faculty, and pass a satisfactory examination before the Board of Examiners appointed by the Regents.

The studies are optional; but they must be selected from at least two sections, and the studies in some one section must be continued during the whole course.

The object of this course is to secure a higher grade of scholarship in Literature and Science than it seems possible to attain in the present state of our colleges, under the ordinary class-system.

COURSE OF INSTRUCTION.

SECTION I. *Philosophy and History.*

History of Philosophy.
History and Archæology.
International Law and Jurisprudence.
Critical Study of English Literature.

II. *Philology.*

Sanskrit—Anglo-Saxon.
Ancient and Modern Classic Languages.
Comparative Grammar.
Science of Language.

III. *Mathematics and Physics.*

Calculus of Variations.
Analytical Mechanics.
Dynamical Theory of Heat, Light, etc.
Practical Astronomy and Geodesy.

IV. *Natural History.*

Botany.
Zoology.
Comparative Anatomy.

V. *Natural Sciences.*

Mineralogy.
Geology.
Chemical Philosophy and Analysis.

VI. *Applied Sciences.*

Mining Engineering.
Civil Engineering.
Mechanical Engineering.
Architecture.
Chemical Technology.
Metallurgy.
Economic Geology.

LECTURES.

In addition to the lectures given in connection with the recitations, some subjects are taught entirely by lectures, the students being required to take notes, and to recite upon the lectures as from a text-book.

The following are the regular courses of lectures:

To the Senior Class, on Mental and Moral Philosophy, by the President; on English Literature, Rhetoric and Logic, by Prof. Carpenter; on History, by Prof. Allen; on Political Economy, Civil Polity and International Law, by Prof. Parkinson; on Geology and Economic Geology, Mining Engineering, and on Metallurgy, by Prof. Irving.

To the Junior Class, on Chemistry, by Prof. Davies; on History, by Prof. Allen; on Mechanics, Physics and Astronomy, by Prof. Sterling; on Rhetoric and English Composition, by Prof. Carpenter; on Analytical and Applied Chemistry, by Prof. Daniells; on Metallurgy and Assaying, by Prof. Irving; and on Comparative Philology, by Prof. Feuling.

To the Sophomore Class, on Comparative Anatomy and Physiology, by Prof. Davies; on History, by Prof. Allen; on Agriculture, by Prof. Daniells.

To the Freshman Class, on the Laws of Health and Methods of Study, by the President; on Structural and Systematic Botany, by Prof. Davies.

In addition to these courses, other lectures are delivered on special subjects by members of the faculty and other scientific gentlemen.

DEPARTMENT OF LAW.

The Faculty in this department is given on page 189, and is also indicated in connection with the following:

COURSE OF INSTRUCTION.

First Term.

P. L. Spooner, Esq.,	-	Real Estate.
Judge Orton,	-	Personal Property.
J. H. Carpenter, Esq.,	-	Criminal Law.
Judge O. Cole,	-	Domestic Relations.
W. F. Vilas, Esq.,	-	Constitution and Jurisdiction of Courts.
		Common Law Pleadings.

Second Term.

P. L. Spooner, Esq.,	:	Real Estate.
Judge Orton, -	-	The Law Merchant, covering Negotiable Paper, Suretyship and Guaranty. Insurance. Fixtures.

Third Term.

J. H. Carpenter, Esq.,	-	Contracts.
Judge Lyon, -	-	Practice.
W. F. Vilas, Esq.,	-	Equity Pleading. Pleading under the Code.
P. L. Spooner, Esq.,	-	Real Estate.
Judge Orton, -	-	Partnership Sales.
J. H. Carpenter, Esq.,	-	Bailment and Agency.
Judge Dixon, -	-	Equity Jurisprudence.
W. F. Vilas, Esq.,	-	Law of Evidence.
S. U. Pinney, Esq.,	-	Corporations.

REMARKS.

The Law Department of the University of Wisconsin was organized and put into practical operation in the year 1868, and its success has been gratifying in the highest degree. The great advantage of professional schools for the rapid and thorough elementary training of professional men has been long since completely demonstrated, and no profession has more entirely accepted and heartily acknowledged the benefits of such schools than the legal profession.

The learning of this profession embraces almost all the relations of life, and as it is the result of the experience of many ages, is scattered through very numerous volumes of treatises, reports, statutes and digests. To obtain the mastery of the numerous topics embraced within the limits of the body of the law in such degree of perfection as marks the learned lawyer, requires many years of diligent study and practical experience.

This result is not to be attained by any mere student. What the beginner wants is to gain a comprehensive, general view and analysis of the whole system; then to learn, without the careful reading which would occupy a lifetime, what the books contain and where to search for more particular and detailed information; and to acquire the habits and modes of legal study and thought.

Superadd to this an acquaintance with the rules and principles of

practice in the Courts, and the Student is prepared to begin the work of life.

This degree of attainment can be reached in the professional school in at least half the time that the student can otherwise acquire it, and with the additional advantage that there is no incumbrance of obsolete ideas or mistaken impressions, which are so difficult for any but a lawyer to distinguish from living doctrine among the great mass of legal writings.

To afford to the young men of Wisconsin and the northwest ready facilities for such acquirements, this department has been established.

THE METHOD OF INSTRUCTION

Is for the most part by lectures, and by reading under the direction of the professors, with moot court practice. The lecture system is peculiarly adapted to the study of law. Few text books are written for students. The most elementary works are designed as exhaustive treatises for the use of lawyers and embrace not only the history of the growth of the doctrines, but also a discussion of the subject in far more detail than the student can advisably pursue so early. The lectures give a clear analysis of the subject under discussion, not involved with that which is obsolete or too minute.

The practising lawyer, acting as instructor, can refer the student to just such parts of the text books and to such adjudications in the reports, as present in the best manner the principles which it is important to know. This system of reading cases in connection with text books is of the first importance.

The Moot Court will be held weekly; and here the students are taught to perform, as students, just what they will be required to do as lawyers. The preparation of pleadings and the argument of questions—all selected from actual cases occurring in practice and designed to illustrate the subjects discussed in the lectures—under the direction of the Dean of the Faculty, will afford to the student unsurpassed facilities for acquiring a practical familiarity with the modes of administering the law. To those who know the difficulty with which the young lawyer acquires the easy confidence necessary to successful practice, this part of the school will especially commend itself.

An additional means to the same end consists in the forming of Clubs by the Students themselves, for which the Instructors will afford every assistance, and the use of the lecture-room is granted.

A certificate of graduation from this Department will entitle the student to admission to practice, in all the courts of the State.

The peculiar advantages which the City of Madison, as the capital of the State, affords to the student of law, deserve mention.

All sessions of the Supreme Court are held here, and also one term of the United States Circuit and District Courts annually. The Circuit Court for the County of Dane holds three terms annually; so that there is almost constantly some court in session.

The Law Library of the State, which is probably the largest collection of the kind in the Northwest, is at all times accessible to the Students. The advantage of this library to the Student can hardly be overestimated. He can here become familiarized with series of reports and with many treatises which are rarely found in private libraries.

The Miscellaneous Library of the State Historical Society, numbering over 50,000 volumes, is also open to the Students of this school.

Admission.—Students will be admitted at any time; but those who are not Collegiate graduates must be 20 years of age to enter this Department.

Candidates will be examined in the ordinary English branches.

Credentials of good moral character must be furnished.

Every candidate for graduation is required to "prepare and read before the class and Faculty, within six weeks before the close of the collegiate year, a dissertation on some legal subject or on some subject connected with the history, science or practice of the Law which shall be approved by the Faculty."

LIBRARIES.

The University library contains about 5,000 volumes, and is open to the Students every day for taking out books, and two hours every afternoon for consultation. A few of the best American and Foreign periodicals are taken, and it is the intention to increase the number of these as largely as possible.

Students also have opportunity, free of expense, to consult the

State Historical and State libraries, the former numbering over fifty thousand volumes, the latter comprising a choice selection of miscellaneous works and a very complete law library. Each is furnished with commodious rooms kept comfortable at all hours of the day. These are library privileges unsurpassed in the west and equalled in very few institutions in the country.

The students, by a special arrangement, are enabled to take out books from the Circulating library of the Madison Institute, at a very low rate. This is a very well selected collection of about 3,500 volumes.

APPARATUS, CABINETS, ETC.

The University is provided with extensive and valuable geological and mineralogical cabinets and collections in natural history; also with well selected philosophical and chemical apparatus.

There are also chemical, mineralogical and assay laboratories well supplied with apparatus and chemicals, affording excellent facilities for the prosecution of studies in their respective departments of science.

The Regents have recently made liberal appropriations for apparatus in the several departments of natural science.

TERMS OF ADMISSION.

Candidates for admission to the University will be examined on Thursday and Friday preceding the Annual Commencement; also on the Tuesday and Wednesday of the first week of each term.

PREPARATORY DEPARTMENT.—Candidates for admission will be examined in the following studies: reading, spelling, penmanship, arithmetic, civil and descriptive geography, English grammar, and history of the United States.

Candidates must not be under twelve years of age.

SUB-FRESHMAN CLASS OF THE COLLEGE OF LETTERS.—Candidates will be examined in the studies required for admission to the Preparatory Department, and in elementary algebra and plane geometry (Loomis, five books).

COLLEGE OF ARTS AND FEMALE COLLEGE.—Candidates for ad-

mission to the Freshman Classes of these colleges will be examined in all the studies required for admission to the Preparatory Department, and in elementary algebra, plane geometry (five books), history of England, physical geography, physiology and Green's English Grammar and Analysis. In 1875, candidates will also be examined in the elements of natural philosophy.

COLLEGE OF LETTERS.—*Course in Ancient Classics.*—Candidates for admission to this course will be examined in all the studies required for admission to the Sub-Freshman Class, and in the following:

Latin.—Allen & Greenough's Grammar, Allen's Composition (35 lessons), Allen's Selections (to p. 134), six books of Virgil's *Æneid* and eight orations of Cicero.

Greek.—Goodwin's Grammar, Arnold's Composition (33 exercises), Goodwin's Reader (155 pages) and two books of Homer.

History.—Thalheimer's Ancient History.

Equivalents for any of the above named studies will be accepted.

COLLEGE OF LETTERS.—*Course in Modern Classics.*—Candidates will be examined in the studies required for admission to the College of Arts, and in

Latin.—Allen & Greenough's Grammar, Allen's Composition (35 lessons), Allen's Selections (to p. 134), six books of Virgil's *Æneid* and eight of Cicero's Select Orations.

History.—Thalheimer's Ancient History.

Ladies are admitted to the Preparatory Classes on the same terms as gentlemen.

Candidates for advanced standing in any college must, in addition to the studies named above, pass examination in those previously pursued by the class which they propose to enter, or in those equivalent to them.

No one can be admitted to the Freshman Class under the age of fifteen years, nor to an advanced standing without a proportional increase of age.

TECHNICAL COURSES.—The requirements for commencing the Engineering or any Technical Course are the same as those for entering the Junior class of the College of Arts.

Applicants for admission from other colleges must present certificates of honorable dismission.

The University is open to students from other states.

GRADUATES OF GRADED SCHOOLS.—The Law of March, 1872, provides that “all *graduates* of any *graded school* of the State who shall have passed an examination at such graded school satisfactory to the Faculty of the University for admission into the Sub-Freshman class and College classes of the University, shall be at once and at all times entitled to free tuition in all the colleges of the University.”

For the examination, under this law, the following regulations have been adopted by the Faculty:

1. The examination shall be in writing.
2. In preparing a paper let the candidate (1) write on but one side; (2) leave one or more lines blank after each answer; (3) number answers to correspond with questions; (4) write with ink.
3. The number of questions submitted shall be, in Arithmetic, 20; English Grammar, 10; Civil and Descriptive Geography, 20; Physical Geography, 20; United States History, 10; History of England, 10; Sentential Analysis, 10; Elementary Algebra, 10; Plane Geometry, 10.
4. Orthography and Penmanship shall be determined and marked from the papers.
5. The Principal shall examine the papers and mark them on a scale of one hundred. Candidates must obtain at least 75 per cent. in each study, and an average of 85 per cent.
6. It shall be the duty of the Principal to forward to the President of the University the Questions, the Examination Papers of the candidate, and a certificate of the following form:

—— GRADED SCHOOL, —— County, Wis.
——, 187——.

This is to certify that ——, a graduate of this School, has prepared the accompanying papers under my supervision, and that to the best of my knowledge and belief, the examination has been fairly conducted.

Signed,

——, *Principal*.

EXPENSES.

LAW DEPARTMENT.—Matriculation fee, \$25.00. Tuition per term, \$10.00.

To “one suitably qualified pupil from each Assembly district, to be nominated by the representative of such district, whenever a vacancy shall occur, who, other things being equal, shall prefer an orphan of a soldier who has died in defense of his country,” and to all graduates of any graded school of the State, who are admitted to the University under the law of March, 1872, *tuition* is free.

Blank forms for nomination can be had on application to the Secretary of the Board of Regents, or the President.

Tuition for all, except Law and free students.....	\$6 00
Room rent in North and South (gentlemen's) Halls	2 00
Heating University Halls, 1st and 2d terms.....	2 00
....do.....do..... 3d term.....	1 00
Room rent in Ladies' Hall, furnished.....	5 00
First and 3d terms, heating and lighting public rooms in Ladies' Hall.	2 00
Second term, heating and lighting public rooms in Ladies' Hall	4 00
First....do....do.....do..... students' rooms	5 00
Second....do....do.....do.....do.....do.....	8 00
Third....do....do.....do.....do.....do.....	4 00
Board in Ladies Hall, including washing of bedding, towels and nap-	
kins, per week	3 00
Personal washing, per dozen.....	60
Instrumental music, 20 lessons.....	10 00
Use of instrument per term	2 00
Vocal music, 20 lessons	10 00

The rooms in Ladies' Hall are in suits to accommodate four students, *if unnecessarily* occupied by a less number, the additional expense of fuel, light and room-rent will be charged to the occupants *pro rata*.

Students will be charged for not less than one term, and no deduction will be made for voluntary absence.

Students are allowed twelve and a half cents, per hour, for work on the University farm.

Payment of all University charges for tuition, room rent, heating, etc., is required strictly *in advance*.

NOTE.—\$3.00 is charged for each Diploma.

GENERAL INFORMATION.

POLICY.

is the aim of the University to meet the educational wants of every student in the State. The courses of study as laid down intended to be the mere outlines of work. In the optional lies and post-graduate course there is provision for all the needs of higher scholarship which are now made upon the Institution. And it is confidently expected that by the sale of lands and other ways, provision will be made for the constant growth of the University as greater demands are made upon it.

It is advisable that students should pursue the prescribed courses possible, adding to them as they are able, from the optional lies; but, by special vote of the Regents, the Faculty may exempt a student from any study in either course and substitute for it other of equal educational value, such action of the Faculty being a matter of record.

The whole policy of the Institution is determined by the Regents, who, as a body, represent the people and no particular sect or party.

GOVERNMENT.

Students are held responsible only for good order and the diligent use for their time. Those who fail to conform to this simple requirement are at once dismissed. The University is no place for idlers, for disorderly persons or for those who do not propose to devote their *whole time* to the work prescribed for them by the Faculty. The loss of a single recitation is not only injurious to the student, but those connected with him.

Leave of absence will not be granted except in cases of absolute necessity.

Each Faculty has special care of its own College or Department, all the instructors teach wherever their services are required. Weekly reports are made by each Professor to the Faculty of the work in his own department and of all cases of delinquency.

The students and Faculty are assembled for prayers daily fifteen minutes before the morning hour for commencing recitations. At

this time all public announcements are made and the President also gives directions and instruction to the students in regard to all their general duties as members of the University.

No student is required to attend any religious exercises of any kind, but all directions in regard to this matter, given by parents or guardians, will be cheerfully followed.

GROWTH AND PROSPECTS.

Since the re-organization of the University, in 1867, it has had constant prosperity. The Gymnasium and Ladies' Hall have been erected, Laboratories fitted up, and the Instructional force greatly increased. The requirements for admission have been increased, the courses of study improved and extended, and the Normal School developed into a Female College with a complete four years' course. A Law Department has been established, which has already gained a high reputation among the law schools of the country; and the University has been placed in immediate connection with the graded schools of the State. The prospects of continued growth are of a most cheering character.

EXAMINATIONS.

At the close of the first and second terms there is a public examination of all the classes of the University in the studies of the term.

During the week preceding the Commencement, the several classes are examined, in presence of a Board of Visitors, in the studies of the year.

Promotion from class to class is made to depend on these examinations.

DEGREES.

Students who complete the course in Ancient Classics, in the College of Letters, are entitled to the degree of Bachelor of Arts, and, after the expiration of three years from the time of graduation, upon application to the Faculty, accompanied with evidence of satisfactory proficiency are recommended to the Regents to receive the degree of Master of Arts.

Students who complete the course in the department of General Science, in the College of Arts, are entitled to the degree of Bachelor of Science, and after the expiration of three years from the

time of graduation, on recommendation of the Faculty to the Regents, as in case of Master of Arts, receive the degree of Master of Science.

Students who complete the prescribed course of study in the Law Department, upon examination and recommendation of the Law Faculty, are entitled to the degree of Bachelor of Laws.

Students who complete the course in Agriculture, are entitled to the degree of Bachelor of Agriculture.

Students who complete the course in Civil Engineering, are entitled to the degree of Bachelor of Civil Engineering, and after the expiration of one year from the conferring of this degree, upon the presentation of a suitable Project, are entitled to the degree of Civil Engineer. Residence at the institution will not be required during this last year.

Students who complete the course in Mining and Metallurgy, will, under the same condition, be entitled to the degrees of Bachelor of Mining and Mining Engineer.

Students who complete the course in Mechanical Engineering, will, under the same condition, be entitled to the degrees of Bachelor of Engineering and Mechanical Engineer.

Graduates of the Female College, receive the same degree as graduates of the other colleges for the same course of study.

LITERARY SOCIETIES.

The Literary Societies—Athenæan, Hesperian and Castalian—are sustained with great interest, and furnish valuable aid in the intellectual training of the student. Each society has a library.

These societies admit to membership only students connected with the regular classes.

ROOMS.

Private rooms, under certain restrictions, can be secured by gentlemen on application to the locating officer at the opening of each term.

No student will be allowed to occupy a room until his bills for the term are settled.

Those in the regular classes are allowed the choice of rooms, and in the order of the classes.

Regular students, in previous occupancy, if on the ground at the

opening of the term, are permitted to retain their rooms, unless needed for those in higher classes.

Rooms for gentlemen are furnished, except stoves, at the expense of the students, who should bring their own bedding, towels, etc. Other furniture can be obtained here second-hand, or new, at moderate prices.

Students will not be allowed to board themselves, except in the North Hall.

Occupants of rooms are held responsible for all damages to the same.

Students not accommodated in the University, and not residing with their parents in Madison, will lodge and board in town, under regulations as the Faculty may prescribe.

CALENDAR.

'73-'74.

FALL TERM begins Wednesday, September 3, and closes Wednesday, December 17.

WINTER TERM begins Wednesday, January 7, and closes Wednesday, March 25.

SPRING TERM begins Wednesday, April 1, and closes Thursday, June 18.

ANNIVERSARIES OF LITERARY SOCIETIES, Tuesday evening before Commencement.

ALUMNI ADDRESS, Wednesday evening before Commencement.

COMMENCEMENT, Thursday, A. M., June 18.

'74-'75.

FALL TERM begins Wednesday, September 2, and closes Wednesday, December 16.

WINTER TERM begins Wednesday, January 7, and closes Wednesday, March 24.

SPRING TERM begins Wednesday, March 31, and closes Thursday, June 17.

It is intended to print a Triennial Catalogue for 1875, and graduates will confer a favor by communicating to the President of the University, full information in respect to the titles they have received, the offices they have held and other matters of importance suitable for publication.

REPORT.
OF THE
President of the Board of Regents of
Normal Schools.

HON. SAMUEL FALLOWS,

Superintendent of Public Instruction:

SIR: In accordance with the requirements of law, I have the honor to submit herewith an annual report of the doings of the Board of Regents of Normal Schools, of receipts and expenditures, and of the prospect, progress and condition of the normal schools for the school year ending August 31, 1873.

MEETINGS.

Two meetings of the board have been held during the year, the semi-annual meeting in January and the annual meeting in July.

Besides the usual and necessary routine business, the following subjects were considered and acted upon:

CLAIMS AND BALANCES.

The old claim of M. M. Leahy, for balance due on heating apparatus at Whitewater, has been settled by mutual agreement and paid.

The town of Platteville has been notified of the nature and amount of claim for clearing up the title to the Platteville Academy site, and payment demanded.

The town, by a popular vote, last spring, refused to make provision for payment, but it is hoped that better counsels will prevail, and that the town will not forfeit its excellent reputation for generosity and public spirit, and compel the board to enforce the collection of a just and equitable demand.

A committee has been directed and empowered to settle all claims for tuition and book-rent at Platteville, which, it is hoped, may be accomplished as soon as the next meeting of the board.

The president having reported an unexpended appropriation for apparatus, it was ordered to be disbursed for expenses of committees, on audit of bills by executive committee.

INSURANCE.

The president was instructed to renew insurance on the buildings as it expires. Two Babcock fire extinguishers have been placed in the building at Platteville.

IMPROVEMENTS.

At Platteville an important addition to the building, giving better facilities for the natural science department, and additional cloak rooms, has been ordered, at a cost not to exceed twelve hundred dollars, and is now being completed under the immediate direction of Regent Evans.

The furnaces at Platteville have been ordered to be thoroughly repaired, or replaced with new ones, which will be necessarily done before winter.

The heating apparatus at Whitewater has been thoroughly overhauled, the boiler placed in a small structure outside the main building, and the pipes and fixtures so changed and remodeled, as to ensure, it is believed, ample heating capacity in all parts of the building.

One of the vacant attic rooms over the cabinet has been neatly fitted up, under the immediate supervision of Regent Weeks, for a text book library.

CABINETS.

Additions are being made from time to time, as opportunity offers, to the cabinets, so that the students may have specimens at hand, aiding them to make such acquaintance with nature, in her varied forms, as to become intelligent observers and competent in-

structors of the little ones, who are to be, either blighted by their ignorant neglect, or quickened by their intelligent guidance.

For the same purpose, it has been our study to furnish such needed

APPARATUS

and appliances, as will enable our professors to demonstrate such of the known laws of light, heat, electricity, motion, chemical action, etc., as shall awaken an interest in each student, and send them into the great field of public education as observers, thinkers and discoverers in the realm of practical science, and fit them in a measure to stimulate and direct the activities and energies of our Young America.

It has not been forgotten either, that in this research and march of progress, the gathered wisdom of the *past* and *present* is accumulated power to move, and keep moving, the wheels of progress; therefore, our

LIBRARIES

Are being carefully and continuously added to, so that our Faculties and students may keep abreast of recorded knowledge and fresh discoveries, and go forth fitted to advise all earnest seekers among our youth to such a course of reading, and such an appreciation of *good* books as may counteract, in some degree, the flood of trashy reading which threatens to deluge our land, and overwhelm our youth with its sickly, vapory emanations.

DIPLOMA.

A new form of diploma has been adopted, and the President instructed to procure its engraving with suitable device.

SALARIES.

By resolution of the board, and after consultation with the Secretary of State and State Treasurer, the monthly payment of teachers' salaries is now made by one warrant for each school, drawn and disbursed by the local regent, he taking each teacher's receipt therefor on a pay roll. This method will simplify and shorten the records necessarily made each month in the offices of the Secretary of the Board, Secretary of State and State Treasurer, on salary accounts.

COURSE OF STUDY.

The course of study has been somewhat modified to meet practical wants, and an elementary course of one year adopted, with a recommendation and request for such legislation as shall make the certificate of having completed such course equivalent to a state certificate of third grade, good for two years from the date thereof.

It is also in contemplation to establish—as soon as the number desiring it may warrant—a more extended course, in connection with, and as a supplement to, the present three years' course, that still higher professional culture may be attainable in our schools.

At the same time, the necessity is deeply felt, of making provision for the highest possible training of that large and vastly preponderating class of our common school teachers, who can, in the *hurried* march of our civilization, devote but little time—a term—a year, or two years to preparation for such teaching, as they only expect to be the transition phase towards some other avocation or life-work.

It would of course be desirable, that *all* our *public school teachers* should be *thoroughly* trained and fitted in the best methods for their work *as* teachers; but since this is impracticable and unattainable in our nation, it has been, and shall be our endeavor, while not neglecting the giving of opportunities for high professional culture and training, to such as desire, or can be induced to seek them—yet, to provide the best possible training to that numerous host of undisciplined and transient teachers, whose crude culture must, in the very nature of things, be the controlling and moulding influence in a large majority of our common schools.

For this purpose, we gladly welcome all who come to our normal classes, even if only for a term, hoping to hold them longer.

For this purpose also, special attention is given to our

INSTITUTES.

This branch of our work has been thoroughly revised and organized. An Institute course of two weeks, or more (as circumstances may require), under the advice and general direction of the committee on Institutes, has been established at each school.

The state has been districted into three institute districts, and a teacher from each school detailed in special charge of the work in *each* district.

These, with the aid of such occasional help as can be obtained from the best teachers in the state, are enabled to reach every teacher who will come to the institute. These institutes are so arranged and timed, as to reach and accommodate every section.

The whole work is under the general direction of the committee on Institutes, and the director designated by them, who is expected to unify and harmonize the work, and to whose report, submitted herewith, attention is invited for more particular statements of work and results in this very important auxiliary branch of our labor.

VISITATIONS AND EXAMINATIONS.

Important action has been had during the year, revising and extending such visitations of the schools by committees, and reports thereon, as shall bring the board in close sympathy with the schools and give a more perfect understanding of their routine work, their difficulties and the remedies, their successes and the uses.

Provision has been made for an examination of the progress of classes, and for a special examination of candidates for graduation, by a committee of the board. To still further provide for critical knowledge, from all standpoints, of the condition and progress of our schools, the board has required the president of each school to make annual report at the close of each school year, to the president of the board, to be considered and placed upon our files.

ABSTRACT OF PROCEEDINGS.

To keep fresh in recollection the whole work and transactions, the secretary has been required to make, print, and forward to each member, an abstract of the proceedings of each meeting, immediately after the adjournment thereof.

FOURTH NORMAL SCHOOL.

Considerable delay has been had in obtaining satisfactory chain of title to any site selected by the committee appointed for the purpose of selecting a site for the Fourth Normal School at River Falls, but at our last annual meeting, the site known as the "Brackett site" was selected, the abstract of title subjected to the scrutiny of the Attorney General of the State, and the transfer made to the board.

The executive committee will proceed, under instructions, to employ an architect to procure plans, and to submit them to the board for adoption; in time, it is hoped, to let the contract during the coming winter, for the erection of the building, and its completion in the summer of 1875.

MEMBERS, OFFICERS AND COMMITTEES.

The following is a list of the members, officers and standing committees of the board; the president having, by resolution, been placed at the head of the "executive committee," the committee on "employment of teachers" and the "committee on supplies:"

BOARD OF REGENTS.

His Excellency, Governor C. C. WASHBURN, *ex officio* Madison.

Hon. SAMUEL FALLOWS, Supt. Public Inst., *ex officio*.... Madison.

Terms expire February 1, 1874.

W. H. CHANDLER..... Sun Prairie.

T. D. WEEKS Whitewater.

A. H. WELD River Falls.

Terms expire February 1, 1875.

W. C. WHITFORD..... Milton.

J. H. EVANS..... Platteville.

WM. STARR..... Ripon.

Terms expire February 1, 1876.

WM. E. SMITH..... Milwaukee.

JAMES I. LYNDES..... La Crosse.

SAMUEL P. GARY Oshkosh.

OFFICERS OF THE BOARD.

President WM. STARR..... Ripon.

Vice President WM. E. SMITH..... Milwaukee.

Secretary SAMUEL FALLOWS..... Madison.

Treasurer, ex officio..... HENRY BETZ Madison.

STANDING COMMITTEES.

Executive Committee—President, Chandler, Gary.

Finance Committee—Lyndes, Washburn, Whitford.

Employment of Teachers—President, Smith, Weld.

Committee on Institutes—Fallows, Chandler, Smith.

Committee on Supplies—President, Evans, Weeks, Gary.

Committee on Course of Study and Text Books—Weeks, Whitford, Weld.

Visitation of Normal Schools—Evans, Weeks, Gary.

Examination of Senior Classes—Chandler, Whitford, Weld.

TERMS OF ADMISSION.

The following rules governing admission of students are given for general information and reference:

REGULATIONS FOR ADMISSION,

Adopted by the Board of Regents.

1. Each Assembly District in the State shall be entitled to six representatives in the Normal School, and in case vacancies exist in the representatives to which any Assembly District is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

2. Candidates for admission shall be nominated by the superintendent of the county, (or if the county superintendent has not jurisdiction, then the nomination shall be made by the city superintendent of the city), in which such candidate may reside, and shall be at least sixteen years of age, of sound bodily health, and good moral character. Each person so nominated, shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the superintendent, to the secretary of the board.

3. Upon the presentation of such certificate to the president of a normal School, the candidate shall be examined, under the direction of said President, in branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the president may require, of good health and moral character, and after subscribing the following declaration:

I, ———, do hereby declare that my purpose in entering this state normal school is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools in this state.

4. No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; but a certificate of attendance may be granted by the president of a normal school to any person who shall have been a member of such school for one term, provided, that in his judgment such certificate is deserved.

CONDITION OF FUNDS.

The following synopsis of the condition of the Normal School Fund, the Income Fund and the Building Fund, at the close of the fiscal year ending September 30th, is compiled from the books of the state treasurer and secretary of state.

Normal School Fund.

This fund is composed of the proceeds of the sale of lands set apart for the support of normal schools, by chapter 537, Laws of 1865.

RECEIPTS.		
Sales	\$68,947 95	
Dues	6,109 00	
Loans	11,551 00	
Penalties	79 59	
	<hr/>	
	\$86,687 54	
DISBURSEMENTS.		
Milwaukee water bonds, purchased		\$40,000 00
Madison City Board of Education, loan		12,500 00
Refunded for overpayment		473 26
	<hr/>	
	\$86,687 54	\$52,973 26
Balance, September 30, 1872	7,069 86	
Balance, September 30, 1873		41,384 14
	<hr/>	
	\$94,857 40	\$94,857 40

The amount of productive funds on the 30th day of September, 1872 and 1873, respectively, was as follows:

	1872.	1873.
Amount due on certificates of sales	\$58,055 74	\$55,731 43
Amount due on mortgages	146,716 05	147,312 05
Certificates of indebtedness	512,600 00	512,600 00
United States bonds	43,000 00	43,000 00
Milwaukee city water bonds	100,000 00	140,000 00
Town bonds	20,000 00	20,000 00
	<hr/>	
	\$880,371 79	\$918,643 48

Amount of productive fund Sept. 30, 1873.....		\$880,371 79
Decreased by payments on certificates of sale ..	\$6,109 00	
Decreased by payments on loans	11,551 00	
Decreased by forfeiture of mortgages	353 00	
		18,013 00
Increased by new certificates of sale.....	\$3,784 69	\$862,358 79
Increased by new loans.....	12,500 00	
Increased by Milwaukee city bonds	40,000 00	
		56,284 69
Total productive fund Sept. 30, 1873.....		\$918,643 48

Showing an increase in this fund during the year, of \$38,271.69.

Normal School Fund Income.

RECEIPTS.		
Balance, October 1, 1872.....		\$38,668 87
Interest on principal due on lands	\$14,160 26	
Interest on certificates of indebtedness.....	35,882 00	
Tuition fees—Platteville Normal School.....	3,225 88	
Whitewater.....do	2,237 36	
Oshkosh.....do	2,832 55	
Interest on U. S. 5-20 bonds.....	2,925 08	
Interest on Milwaukee water-work bonds	3,500 00	
Commission on.....do.....do	800 00	
Interest on Troy town bonds	140 00	
Interest on Fall River town bonds	350 00	
Interest on Kinnickinnic.....do.....	105 00	
Interest on Clifton.....do.....	105 00	
Transferred from General Fund for Normal Institutes	2,000 00	
Transferred from Oshkosh Normal School Building Fund.....	3,105 97	
		71,369 10
Total.....		\$110,037 97
DISBURSEMENTS.		
Platteville Normal School—salaries of teachers, supplies, etc	\$14,982 19	
Whitewater Normal School—salaries of teachers, supplies, etc	16,538 22	
Oshkosh Normal School—salaries of teachers, supplies, etc	17,363 13	
Expenses of Regents.....	453 00	
Institutes.....	2,538 64	
Expenses.....	3,360 20	
Refunded for overpayments	133 24	
	\$55,368 62	
Balance, September 30, 1873	54,669 35	\$110,037 97

The Oshkosh Normal School Building Fund has been closed, and the balance therein transferred to the Normal School Fund Income.

The following is the condition of the River Falls Normal School Building Fund:

River Falls Normal School Building Fund.

RECEIPTS.		
Balance, October 1, 1872.....	\$20,000 00	.....
Donation of Pierce county.....	5,000 00	.....
		\$25,000 00

No transactions during the past year.

For receipts from various sources, and summary of expenditures during the fiscal year ending September 30th, see foregoing table of "Normal School Fund Income."

A detailed statement of expenditures is herewith submitted:

STATEMENT OF EXPENDITURES.

Date.	No.	To whom and for what paid.	Amount.
1872			
Sep. 4	1024	A. Salisbury, institute expenses.....	\$110 00
Sep. 4	1025	C. Viebahn, institute expenses.....	119 00
Sep. 4	1026	A. J. Hutton, institute expenses.....	120 00
Sep. 4	1027	J. H. Holbrook, institute expenses.....	69 00
Sep. 4	1028	J. Burnham, institute expenses.....	23 50
Sep. 4	1029	R. Gaaham, institute expenses.....	270 25
Sep. 4	1030	A. Salisbury, institute expenses.....	74 20
Sep. 4	1031	Hosea Barnes, institute expenses.....	113 95
Sep. 4	1032	S. P. Gary, supplies, W. Water St. S.....	46 25
Sep. 5	1033	Wm. Starr, expenses for regents.....	134 95
Sep. 5	1035	G. S. Albee, supplies for Oshkosh N. S.....	15 05
Sep. 5	1035	S. P. Gary, furniture, Oshkosh N. S.....	83 41
Sep. 11	1036	Chas. H. Allen, expenses as agent.....	203 00
Sep. 14	1037	W. Starr, for cabinets normal schools.....	800 00
Sep. 14	1038	Chas. H. Allen, expenses as agent.....	107 00
Sep. 14	1039	S. Maria Chapman, note and mortgage.....	591 81
Sep. 23	1040	H. E. Ward, expenses as institute conductor.....	61 65
Sep. 23	1041	D. McGregor, work in institute.....	120 40
Sep. 23	1042	Martha A. Terry, work in institute.....	116 30
Sep. 23	1043	E. H. Sprague, services in institute.....	117 55
Sep. 23	1044	O. R. Smith, institute expenses.....	150 00
Sep. 23	1045	W. D. Parker, institute expenses.....	139 55
Sep. 23	1046	A. O. Wright, institute expenses.....	113 90
Sep. 23	1047	W. A. De LaMatyr, institute expenses.....	64 00
Sep. 28	1958	Iverson Blakeman, T. & Co., books Oshkosh N. S.....	83 40
Sep. 28	1049	Seifert, Gugler & Co., views of.....do.....	20 00
Sep. 30	1050	J. S. Lippincott & Co., books.....do.....	12 60
Oct. 3	1051	W. DeWolf, hardware, Whitewater N. S.....	126 29
Oct. 3	1052	A. Eastman, institute expenses.....	159 65
Oct. 3	1053	C. E. Mears, institute expenses.....	82 65
Oct. 4	1054	G. A. Libbey, heating apparatus W. W. N. S.....	432 38
Oct. 4	1055	Hoffman, Billings & Co.....do.....	70 59
Oct. 4	1057	T. Wilkinson, expenses as inspector W. W. N. S.....	70 05
Oct. 7	1057	J. H. Evans, repairs in Platteville N. S.....	382 69
Oct. 8	1058	M. Montague, instructing in Whitewater N. S.....	200 00
Oct. 10	1059	G. A. Libbey, work and materials.....do.....	316 80
Oct. 18	1060	R. Graham, institute expenses.....	84 65
Oct. 18	1061	W. H. Holden, institute expenses.....	20 00
Oct. 18	1062	Geo. Root & Son, books, Oshkosh N. S.....	132 90
Oct. 18	1063	W. D. Parker, institute expenses.....	86 00
Oct. 18	1064	A. F. North, institute expenses.....	35 00
Oct. 19	1065	Miss E. Carle, institute expenses.....	20 00
Oct. 22	1066	Mason & Hamlin's organs (3) State normal sch'ls.....	400 00
Oct. 30	1067	Sam'l Fallows, salary as Sec'y Bd. R. N. S.....	37 50
Oct. 31	1068	Allen & Hicks, printing for Oshkosh N. S.....	104 50
Nov. 7	1069	M. Montague, institute expenses.....	52 00
Nov. 11	1070	T. C. Chamberlin, institute expenses.....	15 00
Nov. 30	1071	J. K. Hoffman, institute expenses.....	26 15
Nov. 30	1072	Geo. Skewes, institute expenses.....	53 50
Nov. 30	1073	R. Graham, salary and expenses as agent.....	315 80
Dec. 5	1074	T. V. Maguire, institute expenses.....	50 00
Dec. 5	1075	J. Nelligar & Co., apparatus Oshkosh N. S.....	637 89
Dec. 11	1076	G. A. Libbey, heating apparatus W. Water N. S.....	97 51
Dec. 14	1077	J. Nelligar & Co., philosophical appar. Oshk. N. S.....	233 18
Dec. 14	1078	Wilson, Hinkle & Co., books, Oshkosh N. S.....	9 80
Dec. 14	1079	Iverson, Blakeman T. & Co.....do.....	88 00
Dec. 14	1080	Ginn Bro., books Oshkosh N. S.....	47 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
1872.			
Dec. 21	1081	S. P. Gary, wood, Oshkosh N. S.	\$272 50
Dec. 21	1082	S. P. Gary, supplies, Oshkosh N. S.	324 47
Dec. 21	1083	Winchester & Partridge, grate, etc., Whitewater N. S.	85 92
Dec. 21	1084	Iverson, Blakeman, T. & Co., books, Oshkosh N. S.	15 00
Dec. 23	1085	N. M. Littlejohn, building materi'l, Whitewater N. S.	74 44
Dec. 23	1086	A. Y. Chamberlin, .....do.....do.....	111 70
Dec. 28	1087	O. J. Taylor, institute expenses	47 25
Dec. 28	1088	J. W. Bashford, institute expenses	15 00
1873.			
Jan. 2	1089	Bell & Rogers, building material, Oshkosh N. S.	739 19
Jan. 2	1090	W. Lynch, institute expenses	87 00
Jan. 6	1091	Sam'l Fallows, salary as Sec'y of B'd Reg'ts N. S.	87 50
Jan. 9	1092	R. Graham, expenses as agent	15 45
Jan. 29	1093	Day & O'Connor, supplies, Whitewater N. S.	263 00
Jan. 29	1094	E. J. Redington, coal, .....do.....	660 10
Jan. 29	1095	O. M. Sikes, drayage, .....do.....	133 27
Jan. 29	1096	T. D. Weeks, supplies, .....do.....	265 68
Jan. 29	1097	F. D. Mills, institute expenses	18 35
Jan. 29	1098	J. H. Evans, cabinet, N. S.	105 98
Jan. 29	1099	J. B. Pradt, institute expenses	21 75
Jan. 30	1100	W. Starr, committees expenses	65 78
Jan. 31	1101	W. DeWolf, building material, Whitewater N. S.	34 49
Jan. 31	1102	J. H. Goodcarle, .....do.....do.....	74 45
Jan. 31	1103	Coats & Thompson, .....do.....do.....	160 02
Jan. 31	1104	Tattle & Shaffee, .....do.....do.....	39 23
Jan. 31	1105	J. H. Evans, supplies, Platteville N. S.	915 72
Jan. 31	1106	H. H. Greenman, music teacher, Whitewater N. S.	240 00
Jan. 31	1107	O. Arey, supplies, .....do.....do.....	318 27
Jan. 31	1108	A. H. Weld, expenses as regent	48 00
Jan. 31	1109	W. P. Whitford, .....do.....do.....	13 45
Jan. 31	1110	J. I. Lyndes, .....do.....do.....	31 50
Jan. 31	1111	J. W. Evans, .....do.....do.....	28 60
Jan. 31	1112	T. D. Weeks, .....do.....do.....	16 20
Jan. 31	1113	W. H. Chandler, .....do.....do.....	15 00
Jan. 31	1114	R. Graham, expenses as agent	25 95
Jan. 31	1115	S. P. Gary, .....do.....do.....	28 95
Jan. 31	1116	W. Starr, .....do.....do.....	35 00
Jan. 31	1117	M. E. & G. B. Carter, in care of Mrs. Chapman..	50 73
Jan. 31	1118	W. E. Smith, expenses as regent	19 50
Feb. 1	1119	Journal of Education, advertising	37 50
Feb. 1	1120	Sam'l Fallows, telegraphing for B'd of Reg. N. S.	5 38
Feb. 1	1121	Harper & Bros., books, Oshkosh N. S.	12 80
Feb. 1	1122	Iverson, Blakeman, T. & Co., books, Oshkosh N. S.	41 87
Feb. 1	1123	Rounds & Morley, printing, Oshkosh N. S.	2 75
Feb. 17	1124	Goodell & Drinkall, supplies, Platteville N. S.	6 90
Feb. 17	1125	Devidorf & Co., .....do.....do.....	51 73
Feb. 27	1126	H. C. Bowen, .....do.....do.....	30 00
Feb. 26	1127	S. P. Gary, .....do.....do.....	111 00
Feb. 26	1128	S. P. Gary, .....do.....do.....	442 41
Feb. 26	1129	S. P. Gary, .....do.....do.....	170 83
Feb. 26	1130	L. Stadt Miller, cabinet, Whitewater N. S.	100 00
Feb. 28	1131	G. A. Libbey, heating apparatus, Whitewater N. S.	92 88
Mar. 10	1132	S. P. Gary, wood, Oshkosh N. S.	319 17
Mar. 20	1133	P. B. Hulse, books, .....do.....do.....	31 50
Mar. 20	1134	Mason & Hamlin, organ, Oshkosh N. S.	166 67
Mar. 24	1135	Jno. H. Rolfe, books, Oshkosh N. S.	20 00
Apr. 3	1136	Sam'l P. Gary, wood, .....do.....do.....	215 00

Statement of Expenditures—continued.

DATE.	No.	To whom and for what paid.	Amount.
Apr. 12	1137	B. M. Reynolds, Institute Expenses.....	\$29 50
Apr. 16	1138	A. H. Conkey, Institute expenses	20 00
Apr. 16	1139	Salary as Secretary Board of Regents N. S.	37 50
Apr. 16	1140	E. Baker, back pay as janitor Oskosh Nor'l Sch'l	125 00
Apr. 22	1141	Geo. Mathews, fire extinguishers, Platteville N.S.	80 00
Apr. 23	1142	W. Starr, reference libraries, Normal Schools....	550 63
Apr. 23	1143	T. C. Chamberlin, institute expenses	8 00
Apr. 24	1114	J. Nellegar, apparatus, Whiteater, Normal School	20 69
Apr. 28	1145	A. Salisbury, institute expenses.....	46 82
Apr. 28	1146	A. Salisbury . . . do . . . do . . . do . . . do . . .	45 80
Apr. 29	1147	Iverson B. T. & Co., books, Oshkosh Normal Sch'l	6 27
Apr. 29	1848	Iverson B. T. & Co., . . . do . . . do . . . do . . .	35 34
Apr. 29	1149	MacMillan & Co. . . . do . . . do . . . do . . .	24 00
May 5	1150	R. Graham, services as institute conductor.....	272 85
May 5	1151	Geo. Skewes, institute expenses.....	11 50
May 5	1152	O. R. Smith . . . do . . . do . . . do . . . do . . .	25 55
May 5	1153	W. J. Button, books, Oshkosh Normal School...	32 01
May 5	1154	A. Ethridge . . . do . . . do . . . do . . . do . . .	14 04
May 5	1155	Iverson, B. T. & Co. do . . . do . . . do . . . do . . .	41 67
May 5	1156	A. H. Andrews, furn'g. do . . . do . . . do . . .	240 24
May 5	1157	L. C. Cooley, apparatus. do . . . do . . . do . . .	110 00
May 5	1158	J. Nellegar & Co., apparatus, Platteville N. Sch'l	163 86
May 14	1159	Geo. Williams, wood, Oshkosh Normal School..	549 56
May 24	1160	A. Salisbury, institute expenses.....	33 90
May 24	1161	D. McGregor, institute expenses	68 20
May 27	1162	J. Nellegar, apparatus, Oshkosh Normal School.	9 46
May 27	1163	F. S. Belden books. . . . do . . . do . . . do . . .	52 44
June 12	1164	C. M. Treat, institute expenses.....	20 00
July 8	1165	Geo. Williamson, wood, Oshkosh Normal School	225 00
July 8	1166	Iverson, B. T. & Co., books. do . . . do . . . do . . .	6 88
July 9	1166	T. D. Weeks, supplies, Whitewater Normal Sch'l	257 42
July 9	1167	G. W. Hersee, piano rep'g. . . do . . . do . . . do . . .	8 00
July 9	1168	Day & O'Connor, supplies . . do . . . do . . . do . . .	58 07
July 10	1169	M. M. Leahy, settlem't of acc't for h't'g W. N. S.	650 00
July 10	1170	J. H. Evans, supplies, Platteville Normal School.	1,139 85
July 11	1171	W. C. Whitford, expenses as regent	9 30
July 11	1172	W. Starr, to defray expenses of committees.....	1,000 00
July 11	1173	W. H. Chandler, expenses on com. of institute...	125 55
July 11	1174	Atwood & Culver, printing.....	30 00
July 11	1175	W. J. Park, stationery for institutes.....	75 32
July 11	1176	Sam'l Fallows, expenditures for the B'd.....	10 45
July 11	1177	Journal Education, advertising.....	37 50
July 11	1178	Seifert & Gugler, diplomas, State Normal School	25 80
July 11	1179	E. A. Charlton, supplies, Platteville . . . do . . .	53 25
July 11	1180	J. H. Evans, text books. . . . do . . . do . . . do . . .	590 14
July 11	1181	J. H. Evans, expenses as regent.....	22 60
July 11	1182	W. H. Chandler. do . . . do . . . do . . . do . . .	6 50
July 11	1183	J. J. Lyndes . . . do . . . do . . . do . . . do . . .	21 10
July 11	1184	W. Starr. . . . do . . . do . . . do . . . do . . .	27 00
July 11	1185	Sam'l Fallows, exp's as visit'r to Platteville N. S.	10 15
July 11	1176	T. D. Weeks, expenses as regent.....	12 70
July 11	1186	A. H. Webb . . do . . . do . . . do . . . do . . .	42 00
July 11	1188	W. E. Smith. . . do . . . do . . . do . . . do . . .	14 00
July 11	1189	Sam'l P. Gary . . do . . . do . . . do . . . do . . .	20 70
July 11	1190	J. Nellegar & Co., apparatus, Platteville N. S....	88 88
July 11	1191	Oliver Avey, supplies, Whitewater Normal Sch'l	207 14
July 12	1192	A. Salisbury, institute expenses.....	235 25
July 12	1193	Sam'l Fallows, salary as Sec'y B'd of R. of N. S.	75 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
1873.			
July 22	1194	B. M. Reynolds, institute expenses	\$13 50
July 24	1195	T. D. Weeks, supplies Whitewater N. School	190 00
July 24	1196	D. McGregor, Institute expenses	220 30
July 24	1197	H. Greenman, services as teacher, vocal, W. N. S.	240 00
July 29	1198	J. A. Terry, Institute expenses	9 60
July 30	1199	J. H. Evans, addition to Platteville building	500 00
July 31	1200	W. D. Parker, Institute expenses	16 90
Aug. 4	1201	E. D. Coe, printing, Whitewater Normal School ..	170 00
Aug. 4	1202	J. D. Wilder, slating, Oshkosh Normal School ..	43 48
Aug. 7	1203	E. S. Redington, coal, Whitewater Normal S	1, 206 16
Aug. 11	1204	R. Graham, expenses and service conducting Inst.	161 00
Aug. 16	1205	Stedman, Brown & Co., 4 copies Gray's Alas, S. N. S.	48 00
Aug. 18	1206	A. Salisbury, services as Institute conductor	117 35
Aug. 26	1207	Hosea Barnes, Normal Institute expenses	152 90
Aug. 26	1208	J. H. Evans, addition Platteville school building.	700 00
Aug. 27	1209	W. H. Chandler, expenses Institute conductor	77 20
Aug. 28	1210	S. P. Gary, supplies Oshkosh Normal School	175 98
Aug. 28	1211	S. P. Gary, supplies and repairs, Oshkosh N. S. ..	428 68
Aug. 28	1212	S. P. Gary, new roof, Oshkosh school building ..	166 95
Aug. 28	1213	O. R. Smith, services as Normal Inst. conductor ..	100 00
Total			\$21,544 88
SALARIES OF TEACHERS AND JANITORS.			
Sep. 4	446	Edwin Baker, salary as janitor in Oshkosh N. S. ..	\$50 00
Sep. 7	447	L. L. Goodell	50 00
Sep. 17	448	G. S. Albee, salary as teacher in Oshkosh N. S. ...	250 00
Sep. 17	449	R. Graham	180 00
Sep. 17	450	H. C. Bowen	150 00
Sep. 17	451	Anna W. Moody	100 00
Sep. 17	452	Mary H. Ladd	80 00
Sep. 17	453	M. E. Hazard	70 00
Sep. 17	454	M. A. Hill	80 00
Sep. 17	455	R. C. Swart	70 00
Sep. 17	456	F. E. Albee	60 90
Sep. 17	457	M. Hosford, salary as librarian	10 00
Sep. 17	458	Edwin Baker, salary as janitor	50 00
Sep. 19	459	O. Arey, salary as teacher in Whitewater N. S. ...	250 00
Sep. 19	460	T. C. Chamberlin	180 00
Sep. 19	461	S. S. Rockwood	100 00
Sep. 19	462	H. E. G. Arey	100 00
Sep. 19	463	M. A. Terry	80 00
Sep. 19	464	C. H. Lilly	70 00
Sep. 19	465	S. E. Eldridge	70 00
Sep. 19	466	Mary DeLaney	50 00
Sep. 19	467	S. D. Vincent, salary as janitor	50 00
Sep. 26	468	E. A. Charlton, as teacher in Platteville N. S. ...	250 00
Sep. 26	469	D. M. McGregor	150 00
Sep. 26	470	Geo. Beck	150 00
Sep. 26	471	D. G. Purman	150 00
Sep. 26	472	C. E. Adams	80 00
Sep. 26	473	E. Curtis	70 00
Sep. 26	474	E. M. Mills	70 00
Sep. 26	475	T. J. Colburn	25 00
Sep. 26	476	L. L. Goodell	50 00
Sep. 30	477	S. S. Rockwood	50 00
Oct. 26	478	G. S. Albee, salary as teacher in Oshkosh N. S. ...	250 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
<i>Salaries of Teachers, etc.—continued.</i>			
1873			
Oct. 26	479	R. Graham, salary as teacher in Oshkosh, N. S....	\$180 00
Oct. 26	480	H. C. Bowen.....do.....	150 00
Oct. 26	481	A. W. Moody.....do.....	100 00
Oct. 26	482	M. H. Ladd.....do.....	80 00
Oct. 26	483	M. E. Hazard.....do.....	70 00
Oct. 26	484	M. S. Hill.....do.....	80 00
Oct. 26	485	R. C. Swart.....do.....	70 00
Oct. 26	486	F. E. Albee.....do.....	60 00
Oct. 26	487	M. Hosford, salary as librarian, Oshkosh N. S....	10 00
Oct. 26	488	E. Baker, salary as janitor.....do.....	50 00
Oct. 26	489	H. E. Bateman, salary as teacher.....do.....	80 00
Oct. 26	490	E. A. Charlton, salary as teacher, Platteville N. S..	250 00
Oct. 26	491	D. McGregor.....do.....	150 00
Oct. 26	492	George Beck.....do.....	150 00
Oct. 26	493	D. G. Purman.....do.....	150 00
Oct. 26	494	C. E. E. Adams.....do.....	80 00
Oct. 26	495	E. Curtis.....do.....	70 00
Oct. 26	496	E. M. Mills.....do.....	70 00
Oct. 26	497	T. J. Colburn.....do.....	25 00
Oct. 26	498	L. L. Goodell, salary as janitor, Platteville N. S....	50 00
Oct. 31	499	O. Arey, salary as teacher, Whitewater N. S.....	250 00
Oct. 31	500	T. C. Chamberlin.....do.....	180 00
Oct. 31	501	S. S. Rockwood.....do.....	150 00
Oct. 31	502	H. E. G. Arey.....do.....	100 00
Oct. 31	503	M. A. Terry.....do.....	80 00
Oct. 31	504	C. A. Lilly.....do.....	70 00
Oct. 31	505	S. E. Eldridge.....do.....	70 00
Oct. 31	506	Mary De Lany.....do.....	50 00
Oct. 31	507	J. D. Vincent, salary as janitor, Whitewater N. S....	50 00
Nov. 21	508	G. S. Albee, salary as teacher, Oshkosh N. S.....	250 00
Nov. 21	509	R. Graham.....do.....	180 00
Nov. 21	510	A. W. Moody.....do.....	100 00
Nov. 21	511	M. Hosford, salary as librarian, Oshkosh N. S....	10 00
Nov. 21	512	M. H. Ladd, salary as teacher, Oshkosh N. S.....	80 00
Nov. 21	513	Helen E. Bateman.....do.....	80 00
Nov. 21	514	F. E. Albee.....do.....	60 00
Nov. 21	515	M. S. Hill.....do.....	80 00
Nov. 21	516	M. E. Hazard.....do.....	70 00
Nov. 21	517	H. C. Bowen.....do.....	150 00
Nov. 21	518	R. C. Swart.....do.....	70 00
Nov. 21	519	E. Baker, salary as janitor, Oshkosh N. S.....	50 00
Nov. 22	520	E. A. Charlton, salary as teacher in Platteville N. S.	250 00
Nov. 22	521	D. McGregor.....do.....	150 00
Nov. 22	522	D. G. Purman.....do.....	150 00
Nov. 22	523	Geo. Beck.....do.....	150 00
Nov. 22	524	E. M. Mills.....do.....	70 00
Nov. 22	525	E. Curtis.....do.....	70 00
Nov. 22	526	T. J. Colburn.....do.....	25 00
Nov. 22	527	L. L. Goodell, salary as janitor, Platteville N. S....	50 00
Nov. 26	528	O. Arey, salary as teacher, Whitewater N. S.....	250 00
Nov. 26	529	T. C. Chamberlin.....do.....	180 00
Nov. 26	530	S. S. Rockwood.....do.....	150 00
Nov. 26	531	M. A. Terry.....do.....	80 00
Nov. 26	532	H. E. G. Arey.....do.....	100 00
Nov. 26	533	S. E. Eldridge.....do.....	70 00
Nov. 26	534	Mary De Lany.....do.....	50 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
<i>Salaries of Teachers, etc.—continued.</i>			
1878.			
Nov. 26	535	J. D. Vincent, salary as janitor, Whitewater	50 00
Dec. 4	536	C. H. Lilly, salary as teacher in Whitewater	70 00
Dec. 18	537	G. S. Albee, salary as teacher in Oshkosh, N. S.	250 00
Dec. 18	538	R. Graham	180 00
Dec. 18	539	R. C. Swart	70 00
Dec. 18	540	M. H. Ladd	80 00
Dec. 18	541	M. E. Hazard	70 00
Dec. 18	542	A. W. Moody	100 00
Dec. 18	543	M. L. Hill	80 00
Dec. 18	544	F. E. Albee	60 00
Dec. 18	545	H. E. Bateman	80 00
Dec. 18	546	H. C. Bowen	150 00
Dec. 18	547	E. Baker, salary as janitor in Oshkosh N. S.	50 00
Dec. 18	548	M. Hosford, salary as librarian in Oshkosh N. S. ...	10 00
Dec. 18	549	E. A. Charlton, salary as teacher, Platteville N. S. ...	250 00
Dec. 18	550	D. McGregor	150 00
Dec. 18	551	D. G. Purman	150 00
Dec. 18	552	Geo. Beck	150 00
Dec. 18	553	E. Mills	70 00
Dec. 18	554	C. Adams	80 00
Dec. 18	555	E. Curtis	70 00
Dec. 18	556	T. J. Colburn	25 00
Dec. 18	557	L. L. Goodell, salary as janitor in Platteville N. S. ...	50 00
Dec. 24	558	O. Arey, salary as teacher in Whitewater N. S.	250 00
Dec. 24	559	T. C. Chamberlin	180 00
Dec. 24	560	S. S. Rockwood	150 00
Dec. 24	561	H. E. G. Arey	100 00
Dec. 24	562	M. A. Terry	80 00
Dec. 24	563	S. E. Eldridge	70 00
Dec. 24	564	C. H. Lilly	70 00
Dec. 24	565	W. J. Shower	50 00
Dec. 24	566	M. DeLany	50 00
Dec. 24	567	J. D. Vincent, salary as janitor in Whitewater N. S. ...	50 00
1878.			
Jan. 18	568	O. Arey, salary as teacher in Whitewater N. S.	250 00
Jan. 18	569	T. C. Chamberlin	180 00
Jan. 18	570	S. S. Rockwood	150 00
Jan. 18	571	H. E. G. Arey	100 00
Jan. 18	572	M. A. Terry	80 00
Jan. 18	573	C. H. Lilly	70 00
Jan. 18	574	S. E. Eldridge	70 00
Jan. 18	575	M. De Lany	50 00
Jan. 18	576	J. D. Vincent, salary as janitor in Whitewater N. S. ...	50 00
Jan. 24	577	E. A. Charlton, salary as teacher in Platteville N. S. ...	250 00
Jan. 24	578	D. McGregor	150 00
Jan. 24	579	G. Beck	150 00
Jan. 24	580	D. G. Purman	150 00
Jan. 24	581	C. Adams	80 00
Jan. 24	582	E. Curtis	70 00
Jan. 24	583	Eva Mills	70 00
Jan. 24	584	T. J. Colburn	25 00
Jan. 24	585	L. L. Goodell, salary as janitor in Platteville N. S. ...	50 00
Jan. 28	586	G. S. Albee, salary as teacher in Oshkosh N. S.	250 00
Jan. 28	587	H. C. Bowen	150 00
Jan. 28	588	R. Graham	180 00
Jan. 28	589	M. H. Ladd	80 00
Jan. 28	590	M. L. Hill	80 00

Statement of Expenditures—continued.

Date.	No.	To whom and for what paid.	Amount.
<i>Salaries of Teachers, etc.—continued.</i>			
1873.			
Jan. 28	591	R. C. Swart, salary as teacher, Oshkosh	\$70 00
Jan. 28	592	F. E. Albee.....do.....do.....do.....	60 00
Jan. 28	593	H. E. Bateman.....do.....do.....do.....	80 00
Jan. 28	594	M. E. Hazard.....do.....do.....do.....	70 00
Jan. 28	595	A. W. Moody.....do.....do.....do.....	100 00
Jrn. 28	596	E. Baker, salary as janitor.....do.....do.....	50 00
Jan. 28	597	M. Hosford, salary as librarian ... do.....do.....	10 00
Feb. 26	598	G. S. Albee, salary as teacher.....do.....do.....	250 00
Feb. 26	599	H. E. Bowen.....do.....do.....do.....	150 00
Feb. 26	600	R. Graham.....do.....do.....do.....	180 00
Feb. 26	601	A. M. Moody.....do.....do.....do.....	100 00
Feb. 26	602	H. E. Bateman.....do.....do.....do.....	80 00
Feb. 26	603	M. H. Ladd.....do.....do.....do.....	80 00
Feb. 26	604	M. S. Hill.....do.....do.....do.....	80 00
Feb. 26	605	M. E. Hazard.....do.....do.....do.....	70 00
Feb. 26	606	R. C. Swart.....do.....do.....do.....	70 00
Feb. 26	607	F. E. Albee.....do.....do.....do.....	60 00
Feb. 26	608	M. E. Hosford, salary as librarian ..do.....do.....	10 00
Feb. 26	609	E. Baker, salary as janitor.....do.....do.....	50 00
Feb. 28	610	E. A. Charlton, salary as teacher, Platteville N. S.	250 00
Feb. 28	611	D. McGregor.....do.....do.....do.....	150 00
Feb. 28	612	D. G. Purman.....do.....do.....do.....	150 00
Feb. 28	613	Geo. Beck.....do.....do.....do.....	150 00
Feb. 28	614	C. E. Adams.....do.....do.....do.....	80 00
Feb. 28	615	E. Curtis.....do.....do.....do.....	70 00
Feb. 28	616	E. A. Mills.....do.....do.....do.....	70 00
Feb. 28	617	T. J. Colburn.....do.....do.....do.....	25 00
Feb. 28	618	L. L. Goodell, salary as janitor ... do.....do.....	50 00
Mar. 4	619	D. Arey, salary as teacher in Platteville N. S.	250 00
Mar. 4	620	T. C. Chamberlin.....do.....do.....do.....	180 00
Mar. 4	621	S. S. Rockwood.....do.....do.....do.....	150 00
Mar. 4	622	S. E. Eldridge.....do.....do.....do.....	70 00
Mar. 4	623	H. E. G. Arey.....do.....do.....do.....	100 00
Mar. 4	624	C. H. Lilly.....do.....do.....do.....	70 00
Mar. 4	625	M. A. Terry.....do.....do.....do.....	80 00
Mar. 4	626	Mary DeLany.....do.....do.....do.....	50 00
Mar. 4	627	J. D. Vincent, salary as janitor ... do.....do.....	50 00
Mar. 26	628	G. S. Albee, salary as teacher in Oshkosh N. S.	250 00
Mar. 26	629	H. C. Bowen.....do.....do.....do.....	150 00
Mar. 26	630	R. Graham.....do.....do.....do.....	180 00
Mar. 26	631	A. W. Moody.....do.....do.....do.....	100 00
Mar. 26	632	M. S. Hill.....do.....do.....do.....	80 00
Mar. 26	633	R. C. Swart.....do.....do.....do.....	70 00
Mar. 26	634	F. E. Albee.....do.....do.....do.....	60 00
Mar. 26	635	Helen Bateman.....do.....do.....do.....	80 00
Mar. 26	636	M. H. Ladd.....do.....do.....do.....	80 00
Mar. 26	637	M. E. Hazard.....do.....do.....do.....	70 00
Mar. 26	638	M. E. Hosford, salary as librarian ..do.....do.....	10 00
Mar. 26	639	E. Baker, salary as janitor.....do.....do.....	50 00
Mar. 26	640	E. A. Charlton, salary as teacher in Platteville N. S.	250 00
Mar. 26	641	D. McGregor.....do.....do.....do.....	150 00
Mar. 26	642	D. G. Purman.....do.....do.....do.....	150 00
Mar. 26	643	Geo. Beck.....do.....do.....do.....	150 00
Mar. 26	644	Eva Mills.....do.....do.....do.....	70 00
Mar. 26	645	C. E. Adams.....do.....do.....do.....	80 00
Mar. 26	646	E. Curtis.....do.....do.....do.....	70 00

Statement of Expenditures—continued.*

Date.	No.	To whom and for what paid.	Amount.
<i>Salaries of Teachers, etc.—continued.</i>			
1873.			
Mar. 26	647	T. J. Colburn, salary as teacher, Platteville.....	\$94 00
Mar. 26	648	L. L. Goodell, salary as janitor, Platteville	50 00
Apr. 2	649	O. Arey, salary as teacher in Whitewater N. S.	250 00
Apr. 2	650	S. S. Rockwood ....do.....do.....do.....	150 00
Apr. 2	651	A. Salisbury ....do.....do.....do.....	90 00
Apr. 2	652	S. E. Eldridge ....do.....do.....do.....	70 00
Apr. 2	653	H. E. G. Arey ....do.....do.....do.....	100 00
Apr. 2	654	M. DeLany ....do.....do.....do.....	50 00
Apr. 2	655	C. H. Lilly ....do.....do.....do.....	70 00
Apr. 2	656	T. C. Chamberlin ....do.....do.....do.....	180 00
Apr. 2	657	M. A. Terry ....do.....do.....do.....	80 00
Apr. 2	658	J. D. Vincent, salary as janitor ....do.....	50 00
Apr. 26	659	E. A. Charlton, salary as teacher, Platteville N. S. .	250 00
Apr. 26	660	D. McGregor ....do.....do.....do.....	150 00
Apr. 26	661	D. G. Purman ....do.....do.....do.....	150 00
Apr. 26	662	Geo. Beck ....do.....do.....do.....	150 00
Apr. 26	663	E. Mills ....do.....do.....do.....	70 00
Apr. 26	664	C. Adams ....do.....do.....do.....	80 00
Apr. 26	665	E. Curtis ....do.....do.....do.....	70 00
Apr. 26	666	T. J. Colburn ....do.....do.....do.....	48 00
Apr. 26	667	L. L. Goodell, salary as janitor ....do.....	50 00
Apr. 26	668	O. Arey, salary as teacher, Whitewater N. S.	250 00
Apr. 26	669	T. C. Chamberlin ....do.....do.....do.....	180 00
Apr. 26	670	H. E. G. Arey ....do.....do.....do.....	100 00
Apr. 26	671	S. S. Rockwood ....do.....do.....do.....	150 00
Apr. 26	672	S. E. Eldridge ....do.....do.....do.....	70 00
Apr. 26	673	M. A. De Lany ....do.....do.....do.....	50 00
Apr. 26	674	C. H. Lilly ....do.....do.....do.....	70 00
Apr. 26	675	J. D. Vincent, salary as janitor ....do.....	50 00
Apr. 26	676	M. I. Burt, salary as teacher ....do.....	32 50
May 1	677	G. S. Albee ....do.....Oshkosh N. S.	250 00
May 1	678	R. Graham ....do.....do.....do.....	180 00
May 1	679	A. W. Moody ....do.....do.....do.....	100 00
May 1	680	R. C. Swart ....do.....do.....do.....	70 00
May 1	681	M. Ladd ....do.....do.....do.....	80 00
May 1	682	M. S. Hill ....do.....do.....do.....	80 00
May 1	683	M. E. Hazard ....do.....do.....do.....	70 00
May 1	684	H. C. Bourn ....do.....do.....do.....	150 00
May 1	685	F. E. Albee ....do.....do.....do.....	60 00
May 1	686	H. E. Bateman ....do.....do.....do.....	80 00
May 1	687	M. S. Hosford, salary as librarian ....do.....	10 00
May 1	688	E. Baker, salary as janitor ....do.....	75 00
May 8	689	A. Salisbury, salary as teacher, Whitewater N. S. .	120 00
May 24	690	O. Arey ....do.....do.....do.....	250 00
May 24	691	T. C. Chamberlin ....do.....do.....do.....	180 00
May 24	692	A. Salisbury ....do.....do.....do.....	120 00
May 24	693	S. S. Rockwood ....do.....do.....do.....	150 00
May 24	694	H. E. G. Arey ....do.....do.....do.....	100 00
May 24	695	S. E. Eldridge ....do.....do.....do.....	70 00
May 24	696	M. I. Burt ....do.....do.....do.....	65 00
May 24	697	C. H. Lilly ....do.....do.....do.....	70 00
May 24	698	M. De Lany ....do.....do.....do.....	50 00
May 26	699	J. D. Vincent, salary as janitor ....do.....	50 00
May 27	700	E. A. Charlton, salary as teacher, Platteville N. S. .	250 00
May 27	701	D. McGregor ....do.....do.....do.....	150 00
May 27	702	Geo. Beck ....do.....do.....do.....	150 00

Statement of Expenditures—continued.

DATE.	No.	To whom and for what paid.	Amount.
<i>Salaries as Teachers, etc.—continued.</i>			
1873			
May 27	703	D. Y. Purman, salary as teacher, Platteville.....	\$150 00
May 27	704	E. Curtis.....do.....do.....	70 00
May 27	705	C. E. Adams.....do.....do.....	80 00
May 27	706	Eva Mills.....do.....do.....	70 00
May 27	707	T. J. Colburn.....do.....do.....	48 00
May 27	708	L. L. Goodell, salary as Janitor, Platteville N. S. .	50 00
May 29	709	M. A. Terry, sal. as tch'r in Whit'r N. S., 2 w'ks in Apr	40 00
May 31	710	G. S. Albee, salary as teacher in Oshkosh N. S.	250 00
May 31	711	H. C. Brown.....do.....do.....	150 00
May 31	712	R. Graham.....do.....do.....	180 00
May 31	713	A. W. Moody.....do.....do.....	100 00
May 31	714	M. S. Hill.....do.....do.....	80 00
May 31	715	M. H. Ladd.....do.....do.....	80 00
May 31	716	T. E. Albee.....do.....do.....	60 00
May 31	717	M. E. Hazard.....do.....do.....	70 00
May 31	718	H. E. Bateman.....do.....do.....	80 00
May 31	719	R. C. Swart.....do.....do.....	70 00
May 31	720	M. Hosford, salary as librarian.....do.....	10 00
May 31	721	E. Baker, salary as janitor.....do.....	75 00
June 17	722	G. S. Albee, salary as teacher.....do.....	250 00
June 17	723	R. Graham.....do.....do.....	180 00
June 17	724	A. W. Moody.....do.....do.....	100 00
June 17	725	M. S. Hill.....do.....do.....	80 00
June 17	726	R. C. Swart.....do.....do.....	70 00
June 17	727	H. C. Bowen.....do.....do.....	150 00
June 17	728	M. E. Hazard.....do.....do.....	70 00
June 17	729	M. H. Ladd.....do.....do.....	80 00
June 17	730	H. E. Bateman.....do.....do.....	80 00
June 17	731	F. E. Albee.....do.....do.....	60 00
June 17	732	M. Hosford, salary as librarian.....do.....	10 00
June 17	733	E. Baker, salary as janitor.....do.....	75 00
June 20	734	O. Arey, salary as teacher in Whitewater N. S.	250 00
June 20	735	S. S. Rockwood.....do.....do.....	150 00
June 20	736	S. E. Eldridge.....do.....do.....	70 00
June 20	737	A. Salisbury.....do.....do.....	120 00
June 20	738	T. C. Chamberlin.....do.....do.....	180 00
June 20	739	H. E. G. Arey.....do.....do.....	100 00
June 20	740	M. I. Burt.....do.....do.....	65 00
June 20	751	C. H. Lilly.....do.....do.....	70 00
June 20	742	M. DeLany.....do.....do.....	50 00
June 20	743	J. D. Vincent, salary as janitor.....do.....	50 00
June 24	744	E. A. Charlton, salary as teacher, Platteville N. S. .	250 00
June 24	745	D. McGregor.....do.....do.....	150 00
June 24	746	D. G. Purman.....do.....do.....	150 00
June 24	747	Geo. Beck.....do.....do.....	150 00
June 24	748	E. Curtis.....do.....do.....	70 00
June 24	749	C. E. Adams.....do.....do.....	80 00
June 24	750	E. Mills.....do.....do.....	70 00
June 24	751	T. J. Colburn.....do.....do.....	48 00
June 24	752	L. L. Goodell, salary as janitor.....do.....	50 00
July 3	753	M. J. Showers, salary as librarian.....do.....	50 00
July 11	754	A. E. Charlton, salary as teacher.....do.....	250 00
July 11	755	S. H. Shellenger, salary as librarian.....do.....	100 00
July 26	756	M. DeLany, extra pay as teacher in Whitew'r N. S.	50 00
Aug. 12	757	E. Baker, salary as janitor, Oshkosh N. S.	75 00
Aug. 12	758	L. L. Goodell, salary as janitor, Platteville N. S. .	50 00

Statement of Expenditures—continued.

<i>Salaries as Teachers. etc—continued.</i>			
Aug. 12	759	T. D. Weeks, for janitors salary, Whitewater N. S.	\$50 00
Aug. 27	760	T. D. Weeks....do.....do.....do.....	50 00
Salaries.....			\$33,050 00
Buildings, supplies, institute expenses, etc., brought forward.....			21,544 88
Total.....			\$54,594 88

ACCOMPANYING REPORTS.

Some changes have taken place in the several faculties, for which and for the present composition of the faculty of each school, reference is made to the presidents reports to me, submitted herewith, to which also your careful attention is invited for detailed information concerning the organization and work of each school, its prospect, progress and condition, its individuality, its generalization, its accomplishments in the past, and its aims in the future.

All of which is respectfully submitted,

WILLIAM STARR,
President of Board of Regents.

REPORT OF THE PRESIDENT OF THE PLATTEVILLE NORMAL SCHOOL.

To the Hon. WM. STARR,

President of the Board of Regents of Normal Schools:

DEAR SIR: It is with pleasure that I submit my annual report of the condition, progress and prospects of the State Normal School at Platteville.

The past year has been a period of steady growth and prosperity. Unmarked by any striking events, it has witnessed faithful work from day to day. The attendance for the scholastic year ending June 26, 1873, was as follows:

NORMAL DEPARTMENT.

Ladies	92	....
Gentlemen.....	90	....
Total.....	<u>182</u>	

Classified as follows:

Senior class.....	27	....
Middle class.....	43	....
Junior class	112	....
Total as above....	<u>182</u>	

PREPARATORY AND ACADEMIC DEPARTMENT.

Ladies.....	68	....
Gentlemen.....	93	....
Total.....	<u>161</u>	
MODEL SCHOOL	65	
Whole number enrolled.....	<u>498</u>	

The enrollment for the present term (fall of 1873), has been large, amounting in the aggregate to three hundred and twenty. Every desk in the school rooms has been occupied, and some students have been seated in one of the recitation rooms. This large at-

tendance is gratifying to the teachers, but the faithful work of our students is still more gratifying. Their excellent deportment, based as it seems to be, upon a sincere regard for the right, gives promise to even better results in the future. Indeed, if those who have entered this school with the professed purpose of fitting themselves for the profession of teaching, fail, while students, to acquire habits of self control, if they lack a nice sense of honor, if they act from impulse rather than from principle, it bodes ill for the schools that may come under their charge.

Of the work accomplished during the several terms of the year, I need not speak in detail. The Board of Visitors appointed by the Superintendent of Public Instruction, consisting of Prof. W. D. Parker, of Janesville; Supt. C. M. Treat of Clinton, and Prof. Alexander Kerr, of Madison, visited us on different occasions, as did also the various committees of the Board of Regents. To all these gentlemen we endeavored to give full opportunity to learn the true condition of the school.

The exercises of the anniversary week were conducted according to the following

PROGRAMME:

EXAMINATIONS—Monday, Tuesday and Wednesday A. M., June 23d, 24th and 25th.

CLASS DAY EXERCISES.—Wednesday evening, June 25th.

ADDRESS BY HON. S. FALLOWS, Wednesday, June 25th.

FIFTH ANNUAL COMMENCEMENT—Thursday, June 26th, 9½ o'clock, A. M.

MEETING OF ALUMNI ASSOCIATION—Thursday evening, June 26th.

Messrs. Chandler, Weld and Whitford, the committee appointed to examine the graduating class, were present during the week and having performed their duty, admitted the following persons to the honors of graduation, in accordance with the recommendation of the Faculty:

GRADUATES.

NAMES.	Post Office.	County.
Charles Bradon	Georgetown	Grant.
Michael Joseph Casey	Portage City	Columbia.
Charles Warren Lemont	Wiota	La LaFayette.
Charles M. Long	Richland City	Richland.
James Oliver Luce	Georgetown	Grant.
Joseph E. Luce	Georgetown	Grant.
David E. Morgan	Spring Green	Sauk.
James William Murphy	Platteville	Grant.
Henry David Neely	Platteville	Grant.
John J. Roche	Darlington	LaFayette.
Silas Henry Schellenger	Platteville	Grant.
Paine T. Stephens	Mifflin	Iowa.
Walter Thurtell	Jamestown	Grant.
Nathan E. Utt	Platteville	Grant.
Edwin A. Williams	Bassett's Station	Kenosha.
Ella C. Aspinwall	Oregon	Dane.
Nora Lois Bayley	Platteville	Grant.
Carrie A. Edwards	Galena, Ills.	
Johanna B. George	Mineral Point	Iowa.
Ada Grindell	Platteville	Grant.
Nellie A. Hill	Platteville	Grant.
Anna Potter	Platteville	Grant.
Ella Dora Sylvester	Mifflin	Iowa.
Velma Sylvester	Castle Rock	Grant.
Alice E. Tracy	Platteville	Grant.
Emma Watkins	Lancaster	Grant.

The graduating exercises were held Thursday, June 26, with the following:

PROGRAMME.

MUSIC.—*Anthem*—"O, Father Almighty."

PRAYER, BY REV. A. P. JOHNSON.

ORATION—Men of Principle hold the Scales of Justice, - Joseph E. Luce.
 ORATION—The True end of Life, - Charles M. Long.
 ESSAY—A Nation's Dependence on her Schools, - Alice Tracy.
 ORATION—Tendencies to Republicanism, - Nathan E. Utt.
 ESSAY—We are all Painters, - Ada Grindell.
 ORATION—The Cost of Ideas, - David E. Morgan.

MUSIC—*Quartet*—"Sweet Night, be Calm."

ESSAY—The Power of Words, - Nellie A. Hill.
 ESSAY—Under the Rose, - Ella C. Aspinwall.
 ORATION—The Necessity of Political Virtue, - Charles Brandon.
 ORATION—Success in Life, - Edwin A. Williams.
 ORATION—"All some Force Obey," - Michael Joseph Casey.

ESSAY—"Know Thyself," Carrie A. Edwards.
 ORATION—A Leaf from History, John A. Roche.

MUSIC.

ORATION—"I will find a way or make one," . . Charles Warren Lemont.
 ESSAY—Fossils, Velma Sylvester.
 ORATION—The Body the Mirror of the Mind, . . James William Murphy.
 ESSAY—Crucibles, Emma Watkins.
 ORATION—The Departed Great and Good, . . . Henry David Neely.
 ESSAY—Shoddy, Johanna B. George.
 ORATION—Our Moral Being, our first Care, . . Silas Henry Schellenger.

MUSIC—*Quartette*—"List, the Evening Breeze is Stealing."

ESSAY—Thorns, Ella Dora Sylvester.
 ORATION—Light, James Oliver Luce.
 ORATION—Blessings in Disguise, Oliver Thurtell.
 ESSAY—Individuality, Anna Potter
 ESSAY—The Dew on Hermon. Nora Lois Bayley.
 ORATION—Spectrum Analysis, Paine T. Stephens.

MUSIC—*Anthem*—"Hear My Cry, O God."

PRESENTATION OF DIPLOMAS.

GRADUATES' PARTING SONG.

BENEDICTION.

The number of graduates of the school, with their occupations,
 is as follows:

Class of 1859.....	8
1870.....	15
1871.....	12
1872.....	8
1873.....	26
Total.....	69

	Gentle- men.	Ladies.	Total.
Teaching in Wisconsin.....	28	23	50
Teaching in other States ..	1	3	4
Students in higher institutions.....	5	1	6
Clergyman.....	1		1
Lawyers.....	2		2
Merchant.....	1		1
U. S. mail agent.....	1		1
Married, and left the profession		1	1
Not teaching at present		2	2
Deceased*.....	1		1
Total.....	40	29	69

*George D. Utt, of the Class of 1871, died Oct. 18, 1873, at Marinette, Wis., where he was en-
 gaged as Principal of the public school. Mr. Utt was a young man of sterling worth, of ex-
 cellent promise as a teacher.

Of the last graduating class, twenty-four are teaching, one is studying elocution in the College of Oratory of the Boston University, and one has entered the University at Madison. Several of the gentlemen reported as "teaching," not having been able to secure permanent positions, have taken district schools of four or five months. I believe all of them would gladly have engaged for the year, had opportunity been given.

The prospects of the school are encouraging. I have already mentioned the attendance of the present term. The senior class is not large—probably ten will graduate—but it is composed of students who will, I am confident, do credit to themselves and to the school. The middle and junior classes are quite full, and comprise a large number of students who intend to complete the course of study. The preparatory and academic department is full to overflowing, and a large proportion of those students intend, in due time, to enter the Normal.

Little interest seems to be manifested in the "Elementary Course" of one year. Those who are ambitious to complete a course of study desire something more than can be included in a single year. It is my opinion that it would be well to establish an elementary course of two years, and to make the advanced course four years instead of three, as now.

As it seems undesirable to have an "institute course," in connection with the regular work of the school, I repeat the suggestion made in my last report, to the effect that an institute be held here during the summer vacation for the special benefit of this and the adjoining counties. The school building, apparatus and fixtures, so far as needed, could be devoted to the use such an institute, and a competent teaching force could be readily secured.

The extensive repairs and improvements in our school building authorized by the board of regents, are now nearly completed. They will add very much to our facilities for work, and provide for the increasing wants of the school. The *suite* of rooms for the department of the Natural Sciences, consisting of a large recitation room, a room for apparatus and a laboratory, is especially convenient and attractive. The new heating apparatus, though not yet fully tested, bids fair to do away with one great source of discomfort in past years.

In this connection, too much credit cannot be given to Hon. J. H. Evans, Resident Regent, who has devoted a large part of his

time for several months past to the interests of the school. By his untiring exertions and his watchful care, the work has been thoroughly done, and every needed provision made to promote the comfort and convenience of teachers and students.

The geological and mineralogical cabinet is in good condition. Valuable contributions have been received from Amherst W. Barber, Esq., of Yankton, Dakota, and from others. The private collection of Regent Evans, which is freely used for the benefit of the school, has also been largely increased during the year.

I am happy to hear emphatic testimony to the zeal, energy and efficiency of my associate teachers. The prosperity of the school is owing in a great degree to their faithful labors. They have not only performed the work of their respective departments, but they have also heartily seconded all plans to promote the general interests of the school.

At the close of the summer term, Miss Eva M. Mills, who has been a teacher of geography and history for three years, resigned her position to the regret of all connected with the school. Miss Carolyn E. Adams, for two years principal of the academic and preparatory department, was transferred to the normal, and Mr. C. H. Nye, for many years the efficient principal of one of the public schools of this village, was appointed in her place. Miss P. A. Knight, of Lockport, N. Y., was also appointed an assistant in the normal department.

FACULTY.

EDWIN A. CHARLTON, A. M.,
President and Professor of Mental and Moral Science.

DUNCAN MCGREGOR, A. M.,
Professor of Mathematics, and Conductor of Institutes, 1st District.

D. GRAY PURMAN, A. M.,
Professor of English Language and Literature.

GEORGE BECK, M. S.,
Professor of Natural Sciences.

CAROLYN E. ADAMS, Ph. B.,
Teacher of Reading and History.

PHILA A. KNIGHT,
Teacher of Arithmetic and Geography.

CHARLES H. NYE,
Principal of Academic Department.

EMELINE CURTIS,
Principal of Primary Department.

T. J. COLBURN.
Teacher of Vocal Music.

CALENDAR, 1874.

WINTER TERM, 12 weeks. From Tuesday, January 6th, to Friday, March 27th, 1874.

VACATION, one week.

SPRING TERM, 12 weeks. From Tuesday, April 7th, to Thursday, June 25th, 1874.

CLASS DAY, Wednesday, June 24th, 1874.

GRADUATING EXERCISES, Thursday, June 25th, 1874.

MEETING OF ALUMNI ASSOCIATION, Thursday eve., June 25th.

VACATION, nine weeks.

FALL TERM, 10 weeks. From Tuesday, September 1st, to Friday, December 18th, 1873.

VACATION, two weeks.

With profound gratitude to yourself and your associates in the Board of Regents, for the generous support you have given me, and for the confidence you have reposed in me,

I remain, with great respect,

Your obedient servant,

EDWIN A. CHARLTON.

REPORT OF THE PRESIDENT OF THE WHITEWATER
NORMAL SCHOOL.

To the Hon. WILLIAM STARR,

President of the Board of Regents of Normal Schools:

The State Normal School at Whitewater has passed through another year of uninterrupted prosperity. The students in attendance as candidates for the teachers' work have numbered two hundred and twenty-four. The moral character of these students has been all the state can reasonably demand, and equal to that found anywhere in similar institutions. Their intellectual status is quite equal to those in attendance in former years. Whenever the insti-

tution, in the administration of its affairs, has called upon them for their support, they have responded as students ought in whose hands the state places such important trusts. In the discharge of their daily duties they have manifested an appreciation of their work by their earnestness and devotion to it.

FACULTY.

It gives me great pleasure to state that the Faculty are devoted to their work. No sacrifice in behalf of the institution seems too great for any of them to make. Thoroughly in earnest in promoting its welfare, they meet honestly and promptly the duties required of them. While the institution and its friends felt deeply the loss of Prof. T. C. Chamberlin, nevertheless it is a satisfaction to know that his services are not lost to the state. His place has been filled by Prof. H. E. Copeland, a young gentleman thoroughly prepared for his work. The addition of Prof. Albert Salisbury to the faculty has increased its efficiency, while his labors in the institutes must render valuable aid in the state work of instruction. Miss M. A. Terry, a thorough teacher in the training department, has been called to a responsible position in the Janesville High School. Miss Annie M. Green, a graduate of 1871, is filling acceptably Miss T.'s place.

An additional teacher is needed to take charge of penmanship and to assist in the general work of the school.

The following is the present organization of the

FACULTY.

OLIVER AREY, A. M.,
President, and Professor of Mental and Moral Philosophy.

H. E. COPELAND,
Professor of Natural Sciences.

S. S. ROCKWOOD, A. M.,
Professor of Mathematics and Elocution.

ALBERT SALISBURY, A. B.,
Professor of History and Conductor of Institutes.

MRS. H. E. G. AREY, A. M.,
Preceptress and Teacher of English Literature and Drawing.

MISS CATHERINE H. LILLY,
Teacher of Latin, German and Grammar.

MISS MARY DE LANY,
Teacher of Geography and Civil Government.

MISS ANNIE M. GREEN,
Principal and Critic in Academic Department.

HARVEY H. GREENMAN, D. D. S.,
Professor of Vocal Music.

MISS S. E. ELDREDGE,
Principal and Critic in Primary Department.

MISS VIRGINIA DEICHMAN,
Teacher of Instrumental Music.

WM. J. SHOWERS,
Librarian.

GRADUATES.

With two exception, the graduates are employed in their appropriate work. Some are holding important positions in State institutions. Some are laboring in the schools of the rural districts, others are in the ward and high schools in the cities and villages, and so far as I have knowledge of their work it is acceptable to those employing them.

GRADUATES' CALENDAR.

<i>Names.</i>	<i>Where teaching.</i>
Samuel Rockwell Alden.....	Buffalo, N. Y.
William E. Anderson	Waukesha, Wis.
George Morgan Bowen	Wausau, Wis.
Antoni Cajori.....	Milwaukee, Wis.
James Walter Congdon.....	Palmyra, Wis.
Andrew Jackson Steele.....	Tougaloo, Miss.
Charles Lewis Brockway	Not teaching.
Franklin Hiram King.....	Pursuing post graduate course.
Winnie Cole	Milwaukee, Wis.
Jennie Louise Fowler	Milwaukee, Wis.
Sarah E. Edwards.....	Madison, Wis.
Mary Colton.	Chippewa Falls.
Margaret McIntyre.....	Delavan, Wis.
Mary McCutchan	Horicon, Wis.
Dora O'Connor	Elkhorn, Wis.
Hannah Stackpole.....	Married.
Eva Kinney.....	Cold Spring, Wis.
Annie Marie Green.....	Neenah, Wis.

<i>Names.</i>	<i>Where engaged.</i>
Mary De Lany.....	Whitewater, Wis.
Celia Almira Taylor.....	Brodhead, Wis.
Helen Underwood Sturtevant	Delavan, Wis.
Elmina Rice.....	Farmington, Wis.

GRADUATES, JUNE, 1873.

William J. Showers	Blind Asylum, Wis.
Walter Allen	
Foland P. Fowler.....	
James Larkin.....	
William McGoorty.....	
Lyman C. Wooster.....	
Jennie Church.....	Lancaster, Wis.
Lilla C. Redington.....	
Margaret E. Conklin	Madison, Wis.
Caroline B. Weir.....	
Alice Lacy	
Ellen F. O'Connor	
Marie L. Lewis	
Ada H. Stone	

UNDERGRADUATES.

The demand for the services of undergraduates has been unusually large, beyond the power of the school to supply. The labors of these students are not always successful. Some of them fail to accomplish the duties they attempt to perform, since all who present themselves as candidates for the teacher's profession cannot take upon themselves the responsibilities of the teacher's life, without giving more time to the labor of preparation than they think reasonable. But no more fail than fail among those following the other avocations of life. Others are successful and their services are much sought after and satisfactorily remunerated.

BUILDING.

The building in its general plan, is good, but in some of its special departments it is neither philosophical in its arrangement, nor sufficiently commodious to afford the best results. In the training department, studying and teaching are done in the same room, at the same time. Under such circumstances, neither teaching nor *studying* can be done as it ought. Waste of intellectual power

must occur daily, since constant antagonisms exist between the efforts of the teacher before her class, and those of the pupil at his studies. The teacher, when occupied in the discussion of the subject of the lesson is the controlling current of thought in the room, and seriously disturbs the weaker mind of the pupil in the prosecution of his work. This confusion ought not to exist. The persistent flow of the youthful mind is feeble, and should not be turned from its purpose by any such unphilosophical arrangement of school room. A school room so planned divides the purpose of the school against itself, and may be compared to a train of cars with an engine attached at each end, steaming in opposite directions.

Should an engineer be so foolish as to perform an act like the above, he would be promptly dismissed, but teachers and school officers in the discharge of their duties, do as foolish an act daily, and are tolerated.

The rooms of the department of natural science are inadequate. The work done there requires more commodious rooms. A room larger than the present one, and more remote from the laboratory, is necessary, that the apparatus may be protected from the action of corroding gases. The laboratory is too small and inconvenient to admit of efficient instruction in the department of experimental chemistry. The lecture room is ample, and affords all needful facilities.

The members of the Board are respectfully invited to consider these points.

The grounds have been gradually improved since the opening of the school, but much remains to be done. The interests of the schools in the rural districts demand that the grounds of the normal schools should be cultivated to their highest practical point, since their educational force is as direct in the development of the ennobling powers of the mind, as any force connected with the institutions. It is very rare that the destructive nature, even of school boys, cannot be brought under pleasant control when they are introduced among well kept shrubs and flowers, while on the other hand, the hard trampled and offensive looking yards which surround many school-rooms, are well calculated to bring this nature into most active exertion. To let them lie uncared for, is to disregard the silent means which Providence has placed in the hands of men for the promotion of youthful welfare.

REPAIRS.

The room over the cabinet has been neatly fitted up for a text book library, which will afford accommodations for this department.

Rubber moulding has been put upon the stairs, preventing the further wear of them, and at the same time so deadening sound that the general movements of the school are made without inconvenience.

The heating apparatus, which has been the source of such discomfort, is now competent to warm the building in the coldest weather. The basement laboratory has been furnished with shelves tables, chairs and other conveniences suitable for dissecting, investigating and classifying such zoological specimens as it may be desirable for students to examine.

Attention has been called to this work because the public mind is manifesting a lively interest in it, and it would seem important that the teachers should cultivate this field to some extent that their intelligence may be abreast of public sentiment. What has been done in this direction has awakened considerable interest among the thoughtful students and the outlook is altogether encouraging.

CITIZENS OF WHITEWATER.

The citizens of Whitewater have ever given a hearty support to the school. They have opened their doors to the student, furnishing them with comfortable homes at the lowest possible rates. When the institution has needed moral or other support, it has not been withheld. Willing hearts and willing hands have ever been extended to all connected with the school. They have thus shown their earnest desire to further the interests of the institution which the state has located in their midst, and they deserve the confidence placed in them.

CONCLUSION.

In conclusion, allow me to congratulate the board for the skill and efficiency with which the important trusts confided to them by the state have been managed, and to thank them for the many acts of official and personal kindness to the members of the school at Whitewater.

Very respectfully,

OLIVER AREY.

REPORT OF THE PRESIDENT OF THE OSHKOSH NORMAL SCHOOL.

HON. WM. STARR,

President Board of Regents of Normal Schools:

DEAR SIR: I herewith submit the report of the condition and organization of the Oshkosh Normal Schools for the school year ending June 18, 1873:

Total enrollment in the Normal Department..... 261

	Gentle- men.	Ladies.	Total.
Fall term.....	55	100	155
Winter term.....	86	90	126
Spring term.....	46	97	143
Institute class (fall term).....	15	22	37

No. of different pupils, exclusive of Institute class.....	224
Average membership.....	127
Average daily attendance.....	122.2
Applicants examined during the year.....	170
Applicants admitted upon examination.....	132

Of the above enrollment—

13 have attended this school two years.
 70 have attended this school one year, and less than two years.
 50.....do.....do..two terms.....do... three terms.
 60.....do.....do.. one.....do....two terms.
 22.....do.....do..less than one term.
 36 taught winter terms of school during the year.
 41 taught summer terms of school during the year.
 70 are known to be teaching at the present writing.
 31 counties of the state were represented in the department during the year.
 During the present term 185 have been enrolled.
 223 applicants have been examined.
 103.....do.....admitted.

ENROLLMENT IN MODERN SCHOOL.

	Boys.	Girls.	Total.
Grammar department.....	81	63	99
Intermediate department....	26	32	58
Primary department.....	28	33	56
Total.....	85	128	213

The following extract from the last annual catalogue will show the present *Organization and Aims of the School*.

The school comprises two departments—the Normal and the Model school.

For the purpose of carrying into effect the provisions of the law under which normal schools were established, two courses for the normal department have been provided by the Board of Regents.

I. An Elementary Course.

II. A Higher Course.

The first is intended to fit teachers for work in grades below the high school, whether graded or mixed, and consists of the first year of the subjoined higher course, with the addition of Botany, Physiology, Natural Philosophy, Physical Geography and Constitutions of the United States and of Wisconsin.

Pupils who take Latin, or other branches than those indicated in the higher course, are obliged to devote an additional amount of time.

It is earnestly recommended that four years be devoted to the work, that a better culture may be gained than is possible in the shorter time.

COURSE OF STUDY.

PREPARATORY CLASS.		FIRST YEAR.		SECOND YEAR.		THIRD YEAR.	
	One to Three Terms.	Fall Term, 17 Weeks.	Winter Term, 10 Weeks.	Spring Term, 13 Weeks.	Fall Term, 17 Weeks.	Winter Term, 10 Weeks.	Spring Term, 13 Weeks.
MATHEMATICS	Arithmetic.	Arithmetic.	Arithmetic.		Algebra.	Algebra.	Geometry.
LANGUAGE.	Reading, Grammar.	Spelling, Reading.	Analysis of Words, Reading.	Grammar, (Etymology and Syntax.)	English Analysis.	Rhetoric.	Criticism.
NAT. SCIENCE	Geography.	Geography.	Lectures upon Laws of Health.	History of U. S.	Botany (six weeks), Nat. Philosophy.	Nat. Philosophy.	Botany.
HISTORY AND SCIENCE.					Civil Government.	Civil Government.	
GEN'L DRILLS.	Spelling, Penmanship.	Penmanship (half term), Vocal Music (half term.)	Vocal Music.	Vocal Music, Penmanship and Drawing.			Drawing.
PROFESSION'L INSTRUCTION			Practice Teaching.	Practice Teaching.			
		Lectures, School Management, and Art of Teaching.		Class Work in Training School.		Lectures	Philosophy of Education.
							School Laws of Wisconsin, School System.

ANALYSIS OF THE FIRST YEAR'S WORK.

First Term.

ARITHMETIC.—Principles and processes through compound numbers; fractions, with analysis of processes.

READING.—Elementary sounds, with marking of letters, and principles of pronunciation, according to Webster's Dictionary. Analysis of thought as a basis of *intelligent* reading.

SPELLING.—Rules for spelling, with applications; spelling (oral or written), of selected lists, with their Orthoepy. Methods of teaching.

GEOGRAPHY.—General view of the World with reference to form; comparison of Grand Divisions in location, contour, elevation, and the causes affecting climate. Outline Map—United States, North and South America and Europe. Special study of Wisconsin and United States. Chief islands, seas, lakes, cities and countries compared in respect to dimensions, direction and distance, orally and by diagrams. Methods of teaching.

PENMANSHIP.—Principles, their combination in *small* letters, with special attention to *shape, slant, height* and *space*. Methods in teaching.

MUSIC.—Drill upon rythm, reading and singing of scale, and reading plain music at sight.

OBSERVATION.—The pupils of the "first year class" are required to visit the different departments of the model school to examine, under specific directions, the methods of instruction, class and school management, and to present to the teacher of methods a written report of his observations.

Second Term.

ARITHMETIC.—Ratio and proportion; percentage, developent of its formulas and application to business. Business forms. Methods of teaching.

READING.—Critical analysis of thought, and drill upon expression. Methods of teaching.

WORD ANALYSIS.—Prefixes, suffixes and derivation of words.

VOCAL MUSIC.—Transposition of scale, reading in different keys, modulation; singing exercises.

PRACTICE TEACHING.—During the winter and spring terms class exercises are conducted by members of the “first year class,” each in turn, in the presence of classmates and the teacher of methods. These exercises, involving the discussion of each elementary branch, are intended not only to be a close test of the pupil’s executive ability and aptness to teach, but also to serve as practical illustrations of the directions given in lectures upon methods of instruction and class management.

Third Term.

GRAMMAR.—Etymological forms; parsing of words in prose construction; correction of false syntax.

UNITED STATES HISTORY.—Discoveries, and claims based upon them; chief settlements; revolution, causes, immediate and remote; development of the Union in territory and civilization. Method of teaching.

DRAWING.—Linear—straight lines and angles. The training of the judgment in the determination of direction, distance and proportion, as well as giving facility to the hand and eye, is the leading feature of this half term course; simple designing of familiar objects, with methods of teaching young pupils.

THEORY AND ART OF TEACHING.—1. Organization and classification of schools. Programmes of recitation and study, their arrangement and utility.

Warming, ventilation and care of school-room.

2. Recitation—objects, methods, errors to be avoided, relative time occupied.

Study—objects, correct habits of study, adaptation to age and mental growth. Incentives to thought and observation.

Instruction—formal and informal.

3. Culture in manners and morals. Rights and duties of parents, pupils and teachers. Teacher’s employment of time out of school hours, *rest, recreation, mental and social* culture.

Preservation of health and vigor, the teacher’s duty. Requisites to efficient mental effort.

4. School Government—its *moral* aspect; authority, whence

derived; power, how exercised. Relative influence of different modes upon the present and future character of the pupil. Causes of disobedience. Peculiar *obstacles* and *aids* to school government considered. Teacher's *mental* and *moral* character, its controlling influence; enthusiasm, honesty and foresight.

5. Development of perception, memory, reasoning.—Order of studies adapted to mental growth, in accordance with the laws of mind.

Training of the senses, memory, judgment. Influence of habits of correct observation, upon memory and judgment. How correct the prevalent misuse of memory, and induce the better use of the senses and reason in the pupils work? Culture, through close attention, accurate statement, habits of association and illustration.

6. Specific methods of teaching each elementary branch.

MODEL AND TRAINING SCHOOL.

This school, consisting of three departments, Primary, Intermediate and Grammar, presents a well defined gradation of classes. Each room is under the constant charge of an experienced teacher, and the whole under the close supervision of the director.

These departments are intended:

1. To present to the pupils of the Normal Department, models of the methods best adapted to the management and instruction of pupils in the different stages of progress.

2. To afford opportunity for testing more fully the ability of each candidate for graduation, in systematic class work.

The course of oral instruction in Botany, Zoölogy and Natural Philosophy, is intended to cultivate habits of close and intelligent observation of the facts and laws intimately connected with our daily life.

SCHEDULE OF STUDY.

SEVEN GRADES—THREE ROOMS.

PRIMARY—Grades,	{ 1. }	} Each grade requires one year's work.
	{ 2. }	
INTERMEDIATE—Grades,	{ 3. }	
	{ 4. }	
	{ 5. }	
GRAMMAR—Grammar,	{ 6. }	
	{ 7. }	

Primary Department.

FIRST GRADE—SECTION B.

1. Reading from blackboard, 30 minutes each day.
2. Printing }
or } On slate, 25 minutes each day.
Writing }
3. Oral instruction on familiar objects, also instruction in morals and manners. Animals wild and tame. 30 minutes each day.
4. Drawing, lines and angles, 15 minutes each day.
5. Recess, extra, 30 minutes each day.
7. Music, 12 minutes each day.
7. Physical exercises, 15 minutes each day.
8. Opening exercises, 15 minutes each day.
- General recesses, and music exercise, 30 minutes each day.
- Total, 3 hours each day.

FIRST GRADE—SECTION A.

1. Reading, 1st Reader, 30 minutes each day.
2. Writing, on slate, with arm movement, 25 minutes each day.
3. Oral instruction, familiar objects, botany, summer, 30 minutes each day.
4. Numbers, count backwards and forwards, and write to 100, Roman and Arabic, 15 minutes each day.
5. Drawing, combination of straight lines and angles, 15 minutes each day.
6. Recess, extra, 30 minutes each day.
7. Physical exercises, 15 minutes each day.
8. Music, 12 minutes each day.

SECOND GRADE.

1. Reading, 2d Reader, 15 minutes each one-half day.
2. Writing, simple analysis, 25 minutes each day.
3. Oral instruction, in connection with map and globe, comparing objects not familiar with those known, 30 minutes each day.
4. Arithmetic (oral and written), without book, from slate and blackboard, with numbers not to exceed 3 orders, 15 minutes each day.
5. Drawing, curves, 15 minutes each day.
6. Spelling, from reading book, 15 minutes each half day.
7. Music, 15 minutes each day.
9. Physical exercises, 15 minutes each day.

[Remark. The above schedule leaves 40 minutes for teacher to render judicious aid to pupils in regard to *difficulties*, and how to study.]

Intermediate Department.

THIRD GRADE.

1. Reading, 2d Reader begun, 40 minutes each day.
2. Writing, general, 25 minutes each day.
3. Oral instruction, in connection with geography, outline maps, general, 30 minutes each day.
4. Arithmetic, with book, 25 minutes each day; 10 mental, 15 written.
5. Language, parts of speech, beginning of composition, how to talk, general, 25 minutes each day.
6. Drawing, design begun, general, 15 minutes each day.
7. Spelling, 15 minutes each day.
8. Music, general, 15 minutes each day.
9. Physical exercises, 10 minutes each day.
10. Opening exercises, recess, music, 45 minutes each day.

FOURTH GRADE.

1. Reading, 3d completed and 4th begun, 20 minutes per half day.
2. Writing or drawing, 25 minutes each day.
3. Oral instruction, in connection with geography, outline maps, morals and manners, general, 30 minutes each day.
4. Arithmetic, 25 minutes each day.
5. Language, general, 25 minutes each day.
6. Spelling, 15 minutes each day.
7. Music, 12 minutes each day.
8. Physical exercises, 10 minutes each day.

This schedule for Room 2 leaves three-quarters of an hour for assistance.

Grammar Department..

FIFTH GRADE.

1. Reading, 4th Reader completed, 25 minutes each day.
2. Writing or Drawing, general, 30 minutes each day.
3. Oral Instruction, Natural History or Botany, General, 20 minutes each day.
4. Geography, 25 minutes each day.
5. Aritmetic, 25 minutes each day.
6. Grammar, Etymology, 25 minutes each day.
7. Spelling, 15 minutes each day.
8. Music, general, 15 minutes each day.
10. Opening Exercises, Recesses, general Music exercise, 45 minutes each day.

By receiving aid from Normal Department for 50 minutes reading, and 25 minutes geography, the teacher of 5 and 6 grades has three-quarters of an hour to render assistance.

SIXTH GRADE.

1. Reader, 5th Reader begun, 25 minutes each day.
2. Writing (Correspondence), or Drawing, general, 30 minutes each day.
3. Oral Instruction, Natural History or Botany, 25 minutes each day.
4. History and Geography, 25 minutes each day.
5. Arithmetic, 25 minutes each day.
6. Grammar, syntax, 40 minutes each alternate day.
7. Spelling, rules, 15 minutes each day.
8. Music, general, 15 minutes each day.
9. Physical exercises, 10 minutes each day.

SEVENTH GRADE.

1. Reading, 5th Reader, 25 minutes each day.
2. Writing, book-keeping or drawing, 40 minutes each day.
3. Oral instruction, biography and natural philosophy, 20 minutes each day.
4. History and geography, 20 minutes each day.
5. Arithmetic, 40 minutes each day.
6. Grammar, analysis and false syntax, 40 minutes each day.
7. Spelling, rules, lists and analysis of words, 20 minutes each day.
8. Music, general, 15 minutes each day.
9. Physical exercises, 10 minutes each day.

AIMS OF THE SCHOOL.

The foregoing outline of study gives an imperfect idea of the school work. The fact that it is knowledge *acquired*, rather than learning *imparted*, which gives mental grasp and power, shapes the method in every exercise.

In giving the needful academic culture, a correct method of dealing with mind, is impressed by a careful unfolding of mental processes, in the pupil's experience with each branch, so as to substitute habits of correct and definite thinking, for thoughtless memorizing.

Certain branches are dwelt upon, until a clear understanding of the processes by which they are built up is gained, while others, because of limited time, are treated more briefly, and with especial reference to the information which they contain.

In the former class are the elementary, or "common school" branches; those natural sciences which most nearly concern daily work and life, and those branches which tend most directly to cultivate logical thought and definite expression.

RECORDS OF STUDENTS.

A record of each pupil's standing in recitations and written examinations is kept, and the pupil's fitness to pass from any branch is determined by the combined average of his class-standing and final examination.

DISCIPLINE AND SUPERVISION.

Experience has proved that knowledge and method in instruction are of little worth without prompt and close attention to school duties, on the part of every pupil.

The discipline of the school is, therefore, closely observant of all departures from needful regulations. The student is expected to exhibit in his deportment all those qualities which he would have displayed by pupils in his own school. His character for courtesy, industry and integrity, will, beyond mere scholarly attainments, mark his fitness for the teacher's work.

ADMISSION.

Pupils are admitted at any time, but it is very desirable that they enter at the beginning of the fall or spring term, as new classes are organized then. Those who may not be able to enter until the middle of the fall term will find it best to enter at the earliest date possible, as no advantage will be gained in waiting until the winter term.

EXPENSES.

1. Tuition in the Normal Department is *free* to all students who sign the declaration of intention to teach.
2. All text-books needed by the pupil are furnished by the state, for a rent of \$1 term.
3. Board, including furnished room, fuel and lights, costs from \$3 to \$3.50 a week. Rooms for self-boarding can be had at low rates, many pupils bringing the expense for board and room within \$2 a week.
4. Pupils desiring the discipline of the school, but not wishing to teach, are admitted to classes upon the payment of tuition.
5. Pupils who fail to enter the Normal Department upon examination, are fitted in the Grammar Department of the Model School.

TERMS OF TUITION IN MODEL SCHOOL.

Grammar Department,	-	-	-	50 cents a week.
Intermediate	"	-	-	40 " "
Primary	"	-	-	30 " "

LIBRARY AND READING ROOM.

An excellent reference library is furnished for the use of the students, including the standard works in history, biography, science, professional and general literature, so that the student may readily carry his investigations beyond the text-book.

The students and faculty have organized a reading-room, where the leading periodicals are furnished at a nominal cost to each pupil.

CABINET AND APPARATUS.

A cabinet of minerals, shells and corals is already formed, which, with additions soon to be made, will afford much aid in illustration.

An excellent philosophical apparatus has been furnished during the past year.

LITERARY SOCIETY.

A lyceum, organized by the students, holds regular sessions each week. These exercises are a most profitable auxiliary to the school work, in training to habits of independent thought and expression.

The departments of the Model School have proved an efficient auxiliary in developing methods of teaching. The school is now fully organized and conducted by teachers who have brought the work to a high degree of excellence. All methods employed are intended to be thoroughly practicable for teachers in mixed schools; and, to this end, neither extensive apparatus nor books are permitted to usurp the province of the teacher who is the center and inspirer of the work.

All needless formality is excluded as constituting a stumbling block to the young teacher; yet class discipline is maintained at

all points, that the student may become imbued with a high ideal in class and school management.

The "practice work" of the normal students is conducted under critical supervision of a teacher, and a daily record is made of the merits and defects in each student's work. In the work, much attention is paid to methods of primary instruction, since they constitute the basis of all teaching, and are so imperfectly understood by most teachers. Frequent class exercises are conducted by pupil teachers in presence of the normal students.

FACULTY.

The following is the present organization of the Faculty of the school:

GEORGE S. ALBEE, *President*,
Teacher of Mental and Social Science, and School Management.

ROBERT GRAHAM,
Teacher of Music and Reading, and Conductor of Institutes.

HENRY C. BOWEN,
Teacher of Natural Science.

MISS ANNA W. MOODY,
Teacher of History, Rhetoric and Composition.

MISS MARY H. LADD,
Teacher of Mathematics.

MISS MARTHA E. HAZARD,
Teacher of Drawing, Penmanship and Calliethenics.

MRS. HELEN A. BATEMAN,
Teacher of Reading and Grammar.

Model School.

ROBERT GRAHAM,
Director.

MISS MARIA S. HILL,
Teacher in Grammar Department.

MISS FRANCES E. ALBEE,
Teacher in Intermediate Department.

MISS ROSE C. SWART,
Teacher in Primary Department.

By reference to the tabular statement of attendance, you will observe that more than one-half of the pupils attended less than

one year. This disproportion is the greater because of the fact that this is but the second year since the opening of the school, and the enrollment greatly in excess of the preceding year. There is an increasing tendency among the pupils to devote more time to preparation before entering upon permanent work; but until greater wealth furnishes the means, or greater permanence stronger inducements, a large part of the work here must be for the first-year class. From this class must nearly all the mixed, and many departments of the graded schools, obtain whatever supply is furnished by normal schools. Yet with the present grade of culture possessed by candidates, one year does not suffice to impress the subject matter of the elementary branches and give definite shape to their methods of instruction.

If the excellent "elementary course," framed by the Board of Regents last winter, could be made, by law, the basis of a limited state certificate, after due examination by a competent committee, it would, in my opinion, afford a stronger incentive to culture than the full diploma of the school; since it would be *attainable* by the great majority of those who intend to teach but a few years. It is true, that to complete this course worthily, will require nearly or quite two years discipline, but the tangible reward of a certificate, good throughout the state for three or five years, would in most cases add the second year's work to the culture possessed by the teachers of this state.

Each term's experience but deepens the conviction that our chief efforts should be directed to firmly establishing pupils in a knowledge of the elements which they are to teach, rather than in attempting a wider range of study, to leave them weak and timid in their daily duties. It shall be our earnest endeavor to train pupils to an intimate sympathy with this work.

Very respectfully yours,

G. S. ALBEE.

REPORT OF THE COMMITTEE ON INSTITUTE WORK.

HON. WM. STARR,

President Board of Regents of Normal Schools:

SIR: The undersigned, having been designated by the committee on institutes to become associated with the state superintendent in the arrangement, supervision and management of the institute work, and having been instructed to report to the board, I have the honor to submit the following:

Under instructions from the board, the committee proceeded, immediately after the last semi-annual meeting, to divide the state into institute districts, and to designate Profs. R. Graham, D. McGregor and A. Salisbury as institute conductors in the districts thus designated. These gentlemen were able to conduct personally nearly the entire number of institutes held in the spring, and the work performed was reported much more satisfactory and valuable than that which was practicable under the system of one agent to direct, with such assistance in managing as it was possible to extemporize.

The same may be said of the institutes held this fall—the universal testimony being in favor of the new arrangement, which insures the presence of a conductor of experience and skill during the entire term, and by the saving of time in passing from point to point during the institute season, renders it possible to do much more work with no increase of expense. The policy of your committee, in affording aid in conducting short term institutes, has been to co-operate with county superintendents, furnishing a conductor and paying such incidental necessary expenses as were not properly chargeable to the county by the county superintendent. It is hoped one of the incidental benefits which will result from this course will be the help it has afforded the county superintendents to a more critical and effective discharge of their important duties. The demand for this and longer institute work is increasing from year to year, involving more and more expenditure of money and greater impression upon teachers and their work, and it becomes a *matter* of vital importance to so guide and control it, that the means

thus expended shall not be squandered or perverted to impress the teachers and teaching of the state for evil rather than for good.

In preparing for the normal institutes to be held, it was thought best by your committee to appoint, at Sparta, for one week immediately preceding the meeting at that place of the State Teachers' Association, an institute for institute conductors. A programme was arranged, topics and class work were assigned to various individuals, and essays and exhibitions of practical institute work were subjected to the careful scrutiny and close criticism of the very best teachers in the state. The results fully vindicated the wisdom of the measure. Uniformity of plan, precision and order in method, unity and definiteness of purpose, were clearly and greatly promoted, while much that would otherwise have crept in, which was not only of doubtful utility, but positively useless, if not harmful, was prevented. A syllabus, which embodied the results and conclusions of this work, was prepared by Prof. Graham, and issued by the committee for the guidance of conductors. It proved a great help, and a decided improvement upon anything hitherto attempted in the state. In visiting the institutes in Dunn, Juneau, Grant, Sauk, Wood, Waupaca, Racine and Dane counties, I found the different conductors closely following the syllabus, and uniformly testifying that the more it was studied and comprehended, the better was it liked for itself and for its adaptation to the purpose intended.

It is a matter of congratulation that this important element in our educational forces has now become systematized; that it is now not only recognized as a force, but assigned its proper place, and thus brought into harmonious co operation with academic normal school collegiate and university instruction. There ought to be, and there is, no real antagonism between any of these parts of our whole educational system. Their spheres of operation are distinct, but point to a single end. The eminent workers in one department are often found of the highest use in other departments.

When all the parts of the educational work are as distinctly classified, it may be dignified by the name of a system.

I refer to the report of the State Superintendent for statistics showing the number of institutes held, and the number attending them, remarking only in passing, that in all these points they have exceeded those of any previous year largely, while the aggregate amount expended in the work, has not been largely increased.

One further point remains to be noticed. That concerns the

effect upon the normal schools, of appointing an active professor in the faculty, to be a conductor of institutes, and thus withdrawing a teacher, during term time, from each of the schools, for a part of two terms.

The effect of this arrangement upon the institute work is certainly happy,—good, and only good. The effect upon the schools has been made the subject of careful inquiry, and I have visited the schools at Platteville and Whitewater during the absence of teachers there for this purpose, in order to ascertain by observation, as well as inquiry, the facts. That it somewhat interrupts the regular work, cannot be denied. But this interruption is far less than at first thought would seem probable, and not, in the judgment of all interested and consulted, so detrimental as to affect the advantages of the plan, which brings the normal school into such vital and close relations with the common schools of the State, as to enable them to labor more intelligently in the furnishing of teachers for their work in them, as well as acquaints the teachers, actual and embryo, with the work and province of the normal schools. I would recommend that authority be given the Presidents to employ, during the absence of professors in institute work, students who are qualified to conduct recitations, at such compensation as will be just and reasonable.

In closing this report, I desire to add my testimony thus publicly to that of the teachers among whom they have been employed, of the great service and eminent ability displayed by the conductors of institutes appointed by the committee from the Normal Schools, and also by Prof. Parker, of Janesville; Barnes, of Kenosha; Thayer, of Menominee; North, of Waukesha, and Hutton, of Eau Claire. The work of these coming under my own observation, I speak advisedly and unqualifiedly in its praise.

Respectfully submitted,

W. H. CHANDLER,
Committee.

SUN PRAIRIE, Oct. 20, 1873.

REPORTS OF EXAMINING COMMITTEES.

PLATTEVILLE NORMAL SCHOOL.

TO HON. SAMUEL FALLOWS,
State Superintendent of Public Instruction.

SIR:—Agreeable to section 34 of chapter 151 of the General Laws of 1869, the Committee appointed to visit Platteville Normal School, begs leave to report as follows, for the year ending August 31, 1873.

Two members of the Committee visited the Normal School together, January 8 and 9, and again June 15 and 16—the third member visited alone, July 23, 24, 25 and 26.

The Committee submits the following general opinions upon which their judgment of the Platteville School is based.

An organization designed for the special training of men and women as teachers, implies more than the Academy, more than the High School, in its faculty, it demands the power to train, to drill in methods upon matter. No pouring in, no drawing out, no mere teaching will in any good degree give the youth command of his capabilities as a teacher. No mere good nature, no cheerful address, nor ambition of the student can accomplish this result. A trainer is as necessary for each position in the Normal School, as are students with special adaptability necessary for teachers. No person who simply hears recitations, no mere school-master can be tolerated in any position in a training school. He whose business it is to teach thoroughly and to train systematically, must not only be full of the subjects to be taught, but he must be conscious of ability to train others to his own plan of thought and action. Normal students should be thoroughly trained in the principles which underlie whatever they are to teach in the future; and the application of those principles should be so broad and numerous that stu-

dents will never fail to recognize them wherever found, and however disguised or related.

The supervisor of the various departments of school,—or of any other work having a single objective point,—must be so positive as to stamp the product of that work with the manner of the supervisor. The trainer must make an indelible impress as to matter, if the product of his labor, in turn, is to make a positive impression.

Judged by this standard, it is the opinion of this committee that the Platteville Normal School does not represent the possibilities of such an organization under reasonable management. This committee is unable to say that the school is as efficient as it should be, in view of the numerical strength of the teachers and students. Your committee believes that the school is not so strong as desirable in its general supervision, and in the supervision of practice teaching; and that in certain branches it measurably fails to impress its students with the force of ideas, in contradistinction to language, considered simply as language. There seems to be a want of power in directing the work promptly and certainly to objective points, as shown in the class movements and in some recitations.

The effort to work the school to the course of study implies superficial instruction, and, in fact, accounts for the want of intense application to particular topics, and for the habit of mental ease rather than intellectual strength. The limited time and great range of thought imposed by the course of study, and the effort made by the faculty to meet these demands, can only defeat the aims which the educator has in view. The course of study shows that only one term and eight weeks are given to such important branches as geometry and natural philosophy, and but one term is given to each of such branches as English grammar, physiology, physical geography, local geography, United States history, and chemistry.

This committee respectfully objects to any attempt "to furnish well qualified teachers for the public schools of the State of Wisconsin," by completing any of these studies in the time specified. Every teacher understands how subjects must continually grow upon students, and how time is necessary for the development of the understanding; and it is believed that, for the average mental power, little can be done in such limited periods, especially when the catalogue of 1872-3 specially states that, in addition to instruction in *three ponderous branches throughout the course*, "students will re-

ceive instruction and drill in reading, penmanship, vocal music, drawing, composition, declamation and physical exercises through the course." It seems to this committee that normal students, before all others, should give so much thought to all topics which elicit any special training, as to create a *habit* of thought on these topics, rather than to cram for special recitations; and it is believed that no average normal student can do himself lasting credit, or his pupils any permanent, essential service, by spending only the time specified in the course, in any of the subjects mentioned. This committee considers the lack of adjustment of time for training and amount of work required, so serious an obstacle to the formation of proper *habits* of thought and action in the normal student, that the opinion takes form, and it is therefore, recommended that the Regents and Faculties of the Normal Schools adjust the course of study to the capabilities of the average normal student.

This committee believes that the Platteville Normal School is already wielding a broad and beneficent influence, and that it deserves the moral support of the citizens of the state; yet the committee is of the opinion that if there is wisdom in the law providing for annual visitation by other persons than the Board of Normal School Regents, it is the duty of such visitors to criticise with discrimination; and this committee would be understood by these comments, as simply endeavoring to do an ultimate service to general education in the state.

All of which is respectfully submitted.

W. D. PARKER,
ALEX. KERR,
C. M. TREAT,
Committee.

AUGUST 31, 1873.

WHITEWATER NORMAL SCHOOL.

HON. SAMUEL FALLOWS,
Superintendent of Public Instruction:

DEAR SIR: As chairman of your committee appointed to visit the Whitewater Normal School, I beg leave to present the following report:

Agreeable to your wishes, the committee visited the school twice during the year, and were pleased to find it in excellent running order. From the opening exercises to the closing at night, no exceptions could be taken in the general good order that prevailed. President Arey is a master workman, ably assisted by Mrs. Arey and a corps of first class teachers. The class drill is good; the physical exercises are superior, and the moral character of the school is above reproach.

Thus much I am warranted in saying for the entire committee; but having been called to a different field of labor, I have not been able to meet the committee and consult as to a general report. I have written them to make any suggestions to the state superintendent that they may see fit, believing this to be better than to longer delay my report. As a member of the committee I may be allowed to express my opinion upon one feature of the normal schools, which I do not remember to have seen discussed by any committee. It seems to me that there are many students now attending who are physically or otherwise unfit to become successful teachers. It appears to me that a more rigid examination, as to natural ability, should be instituted. In the report of the committee of '72, the teachers are spoken of as being over-worked, and more teachers needed. I have no doubt of the truth of this statement, but if a critical examination could be made by the president of the school and members of the Normal Board of Regents, and all be rejected who are evidently incapacitated to meet the demands of a successful teacher, there would be less cause for complaint in this direction. No doubt, the drill received would make better citizens of this class of young men and women, and in that way the state be benefited.

Respectfully submitted,

W. A. DE LA MATYR.

OSHKOSH NORMAL SCHOOL.

HON. SAMUEL FALLOWS,

State Superintendent of Public Instruction:

Your committee appointed to visit the Oshkosh Normal School, beg leave respectfully to report as follows:

In accordance with your request, we visited the school twice during the year.

Our first visit was near the close of the fall term, when the school was full and in the pursuit of its regular work. Our second visit was in the spring term. We found much in the organization, management and working of the several departments of the school, that met our hearty approval. The discipline seemed most excellent. The earnestness of the pupils in the pursuit of their studies, was very remarkable, and worthy of imitation by every school in the state. We have never seen their diligence and industry surpassed by the pupils of any other institution which it has been our privilege to visit.

We saw recitations conducted by every teacher employed in the school, and we are convinced by our observations that the effort of faculty, is to make independent thinkers, and fit the pupils for the special work of teaching as well as for that of good and useful citizens.

At our first visit we had some fear lest there was a tendency to over work, but at our second, we thought we saw an improvement in this respect. Pupils in all our schools should be trained to put forth continuous, concentrated mental effort, but relaxation and recreation should be judiciously intermingled with all school work. In this respect the "normal" should be a model, as well as in all other things regarding public education.

The discipline of the school in all its departments is such as to give personal culture and to inculcate good morals, and yet seemed to us as incidental to the work of mental training. Special attention is given to position in standing, in walking and sitting, and no clownish or boorish conduct was observed.

In reference to these matters, we never saw better training with results so good, and we would commend it to the notice of all teachers as well worthy of their strict imitation.

We were highly pleased with the results exhibited in vocal music; it is a prominent exercise in all the departments, and we never saw better evidences of good instruction in this most important department of education than in this institution. We never heard the singing equaled in any public school.

The modes of instruction pursued in the model departments we heartily commend to the attention of all who have charge of primary schools. If they were more generally pursued, the results obtained

in our public schools would be far more satisfactory, a large amount of time and expense would be saved, and so much physical and mental effort would not be misdirected, and far better scholars would be the result.

In the normal department there seemed to be perfect freedom of action on the part of pupils during recesses, pleasant conversation was carried on, and yet there was no boisterous language and no rules of propriety and decorum were infringed upon.

It is an interesting question as to what shall be the character of our normal schools. What they should aim to be there is no doubt.

We think that all who have given the subject careful attention, will admit that a large share of the work must be academic for a long time to come. Didactics must receive attention more or less, and the more the better. Schools of practice must be established as rapidly as possible, still, at present, academic and primary work must claim paramount attention. The normal school cannot be transplanted full-grown to our soil, but must grow up with and out of our school system, and give it direction. We must not be impatient for great results. They will come by and by under a good administration of our normal affairs. We are led to these observations by what we have seen of the material which the normal teachers have to work upon. It is crude, and when received is unfit to enter upon didactics as a speciality. As our school system develops in all its parts, the true normal work will be entered upon. For so desirable a thing we must labor and wait.

We feel ourselves unfitted to enter upon any general criticism, so far as the programme of studies is concerned, or as to the general policy of the Oshkosh school in reference to its scheme of work.

There is, we are aware, much difference of opinion among our educators in regard to the functions of the normal school. We have some opinions upon the subject, but they may be mere theory. There may be a difference of opinion as to the length and character of the course of study, as to whether the pupils entering the school qualified merely for a third grade certificate, should be put upon a course of study having reference merely to the work of teaching, whether such a curriculum does not tend to a narrowness of view and not toward mental development, whether the common or the higher branches should receive most attention, whether the curriculum should be purely English or English and classic com-

bined, and also in reference to other important questions affecting the interest of our public education.

We do not propose to discuss in this report these points, interesting as they are, but commend them to the careful and judicious consideration of our Normal Regents, believing they will abate no efforts to make the "Normal" all that we have a right to expect.

We think, however, that the so called common branches, alone, do not give culture and breadth of thought. They deal too much with particular facts, and not enough with general principles to secure so desirable a result.

It is remarked in our colleges that thorough and real culture are not developed until the student enters upon what may be called the intellectual studies of the course. If the students in our normal schools are trained mainly in the common branches, the tendency will be to narrowness and bigotry. It seems to us that if the students enter the "Normal" with the qualifications required by law, they should enter at once upon the pursuit of some one of the higher branches. We think, too, that if Latin forms a part of the programme, as it should, it ought to be commenced at the very outset. Most of our graded schools require instruction in Latin, and if it be placed so late in the course, the young men will not have time fit themselves to give instruction in this branch. A thorough training in Latin gives discipline that cannot be surpassed by that derived from any other study. It includes grammar, rhetoric, cultivation of taste, judgment and a general knowledge of language.

It should be the aim of all schools not only to impart information and give instruction to the student but to train him to work out his processes independently of the teacher, and to give him that desire for knowledge that shall impel him to study even after he leaves the school. We think the Oshosh school is laboring faithfully to accomplish this desirable end. The student is required not only to state the fact, but to point out all its relations and bearings; not only to recite, but rigidly demonstrate the propositions laid down.

Respectfully submitted,

A. O. WRIGHT,
J. C. PICKARD,
B. M. REYNOLDS,

Committee.

La Crosse, Wis, Nov. 10, 1873.

INSTITUTE WORK,

1873.

To those Persons who Conduct and those who Attend Institutes:

The work of training the youth of this state to habits of thought, industry and usefulness is one of grave importance.

Properly to lay the foundation of true greatness, broad and deep, so that good citizenship shall result, is worthy of careful attention.

Considerable time and money are being expended by the state in order to prepare teachers for their duties.

A meeting of gentlemen interested in the work was called at Sparta, July 2-8, to mature a plan of institute work for the state, that there might, if possible, be unity of effort. After careful consideration, the accompanying schedule has been prepared to guide you in your duties.

While considerable time ought to be given to methods of presentation and detail of plan, yet much *class work* is needed, so that the subject taught, as well as the *manner of teaching*, shall be well understood. In this a *clear comprehension* of a subject does not necessarily involve minuteness of detail.

The *quality* and not the *quantity* should be the aim, in the short time allowed. To accomplish this, the institute must be, as far as possible, a *model school*.

The recitations should be models; the *manners, deportment, punctuality*, models. Thus the spirit emanating from these meetings will permeate the subsequent life of each teacher.

As a great amount of work is laid out, it is recommended that the *class* be numbered, and divided into two sections by the *even and odd numbers*.

No. 1 reciting one day in *Reading, Geography, Grammar*, and No. 2 listening; the same day, No. 2 reciting in *Arithmetic, Spelling* and *History*, while No. 1 is listening. The next day, No. 1 recites in *Arithmetic, Spelling* and *History*, and No. 2 in *Reading, Geography* and *Grammar*.

In this manner a healthy competition will secure in recitations a fair standard of perfection, while the pupils will not be overburdened with so *much* work as not to do *any well*.

It is recommended that the *conductor* and *assistant*, shall prepare each day a scheme of the work they wish to accomplish, so that there may be *point* and *freshness* in the recitation.

Also that but one evening lecture per week be given, as the evenings should be devoted to study and preparation for the daily work.

Also that *one* daily exercise in class work be conducted as a *model*, by a pupil, to be followed by criticism from critics previously appointed.

Each conductor shall cause a full record of *attendance, deportment* and *daily plan of work* to be made, and at the close of the institute, forwarded to the state superintendent at Madison.

To this schedule is appended a programme of *study* and *recitations* in mixed schools, not as a pattern but as suggestive. Also a scheme for the study of botany for one term.

SYLLABUS.

SCHEDULE OF DAILY WORK.

			h. m.
2. Reading	- - - -	45 min. per day—	3.45 per week.
2. Arithmetic	- - - -	45 " "	8.45 "
3. Geography	- - - -	35 " "	2.55 "
4. Spelling and Analysis of words	- - - -	25 " "	2.50 "
5. Penmanship and Drawing	- - - -	20 " "	1.40 "
6. Grammar	- - - -	35 " "	2.55 "
7. History and Constitution	- - - -	40 " "	8.20 "
8. Opening Exercises, Roll Call	- - - -	15 " "	1.15 "
Recesses	- - - -	30 " "	2.30 "
Physical exercises	- - - -	10 " "	0.50 "
9. Critical Class Drill, Criticism	- - - -	30 " "	2.30 "
10. Methods of Teaching Theory and Art,			
Lecture or Discussion	- - - -	30 " "	2.30 "
Morning session begin at 9 o'clock.			
Afternoon session at 1.30 o'clock.			

READING.

Time 45 minutes—divided into two parts—(a) first part 25 minutes, (b) second part 20 minutes.

FIRST WEEK.

Second Day. First Part.—Lecture on importance of Reading, and on the manner of treating cases of *Defective Articulation*.

Second Part.—*Powers and Markings of a.*

Third Day. First Part.—Method of conducting recitations in *Primary Reading* (1) with reference to *beginners*; (2) with reference to first and second Reader Classes.

Second Part.—*Powers and Markings of e and i.*

Fourth Day. First Part.—Continuation of third day's work.

Second Part.—*Powers and Marking of o and u.*

Fifth Day. First Part.—Drill in *Spelling* by sound.

Second Part.—Written review of above second part work, with *five* words to illustrate each vocal element.

SECOND WEEK.

First Part.—During the remainder of the term give attention in every exercise to *analysis of thought*, and let that be followed by reading with reference to the *laws of expression*. Confine the reading this week to *one descriptive or narrative*, selection, with special attention *Pitch*.

Second Part.—The letters representing *Vocal Sounds*, called *Vocal Substitutes* with *five* illustrative words for each sound.

THIRD WEEK.

First Part.—Read an *argumentative* piece giving attention to *Rate and Force*.

Second Part.—Classification of consonants, *Powers and Markings*.

FOURTH WEEK.

First Part.—Read *one* piece in Verse or in Dialogue, giving attention to *Qualities of Voice* and to manner of breathing, *Effusive, Expulsive and Explosive*, with written Review of the whole.

Second Part.—Powers of *vowels* in *unaccented* syllables, with drill on *accent*, with written Review of the whole.

ARITHMETIC.

Forty-five minutes daily to be devoted to it. Fifteen minutes at the beginning of each exercise for the first two weeks, to be given in illustration of methods used in *oral teaching*. This part of the time for the last two weeks, to be given to *Mental Arithmetic*. The remaining half hour for whole sessions as follows:

FIRST WEEK.

1. *Decimal Scale*—local value of figures.
2. *Decimal Scale*—with reduction, numeration and notation.
3. *Addition and Subtraction*.
4. *Multiplication*.
5. *Division*.

SECOND WEEK.

1. Factoring:—(1) Any factor. (2) Greatest. (3) Two nearest equal
(4) Groups by two. (5) Prime. (6) Roots.
2. Least Common Multiple.
3. Greatest Common Divisor.
4. General Principles and Reduction of Fractions.
5. Addition and Subtraction of fractions.

THIRD WEEK.

1. Multiplication of Fractions.
2. Division of Fractions.
3. Complex Forms.
4. Relation to Decimals.
5. Denominate numbers.

FOURTH WEEK.

1.)
2. } Percentage, with its different cases.
3. }
4. Percentage: Applications.
5. Business papers.

GEOGRAPHY.

Time daily 35 minutes. Acquaint the class with the elements of *Geographical description* :
known objects.

FIRST WEEK.

- a. Kinds of land, as *hilly, level, prairie, rolling.*
 - b. Kinds of water, as lake, brook, river.
 - c. Productions: 1. Mineral—Soil, rocks. 2. Vegetable—Plants, Trees.
3. Animal—Wild, tame.
 - d. Direction, } School Room—School Grounds—developing the idea of foot
 - e. Distance, } yard, rod, mile.
- Compare the above respectively with *unknown* objects.

SECOND WEEK.

1. With Globe and Map of the World show the necessity of a common starting point of Measurement: *Equator* and *Meridian*.
2. Shape of the Earth. Reasons.
3. Line, Points, Circles (great and small), Zones.
4. Variable length of a Degree of Longitude.
5. Definitions—illustrating land and water—(Black-board work.)

THIRD WEEK.

1. Day and Night; Change of Seasons. Causes.
2. Outline Map—North America: (1.) Indentations, as Capes, Bays. (2.)
Mountain Systems. (3.) Rivers. (4.) Political Divisions. (5.) Cities.
Same for Europe.

FOURTH WEEK.

1. Represent on Blackboard (on scale of 20 miles to an inch) a square of 50 inches on each side and draw with reference to area Islands, States, Lakes, and with reference to distance, cities.
2. Map Drawing and description of.
3. 4. Wisconsin, as follows: (1.) Indentations. (2.) Elevations. (3.) Waters. (4.) Climate. (5.) Soil. (6.) Mineral Products. (7.) Civilization. (8.) Productions, exports, imports. (9.) Cities. (10.) Railroads and navigable rivers. (11.) Counties, Towns, Townships. (12.) Comparative areas, comparing Texas, N. Y., Va., Mass.

SPELLING.

Time, 25 minutes each day.

FIRST WEEK.

Lists of twenty-five words each day not spelled by rule, but frequently misspelled.

SECOND WEEK.

Two rules of spelling, with words to illustrate *rules* and *exceptions*.

THIRD AND FOURTH WEEKS.

Word Analysis by prefix and suffix (holding closely to this work, as it is invaluable to the pupil.)

NOTE.—*One exercise* during the last week on *method* of using the *Spelling Book*, and *one* in *Oral Spelling* by the whole class,

PENMANSHIP.

Daily Exercise, 20 minutes (2 weeks).

First Day.—Specimen of penmanship secured from each member of Institute. Attention given to positions of hands, feet, body, and manner of holding pen. Movement drill, 5 minutes. (Note.) This movement drill for 5 minutes should precede each day's work.

Second Day.—*Slant*—Make lines 1, 2 and 3 units in length, a portion of class at the board. Write on board and paper. Criticisms confined to slant.

Third Day.—*Height*—Comparative height of letters; *u* taken as the standard. Scale formed. Writing on board and paper. Criticisms confined to slant and height.

Fourth Day.—*Form*—Small letter principles and manner of combining. Special attention to angles, turns and points of intersection.

Fifth Day.—Analysis of small letters to *m*.

Sixth Day.—Analysis of remaining small letters.

Seventh Day.—Capital principles and analysis of capitals.

Eighth Day.—Right and wrong forms of letters. Tests applied to specimens presented the first day. Methods of criticism applied.

Ninth Day.—Preparatory drill with reference to class work. Lecture on materials and care of them.

Tenth Day.—Regular school work, 10 minutes. Questions answered.

Eleventh Day.—Epistolary forms.

Twelfth Day.—Written review.

DRAWING.

To succeed Penmanship—20 minutes daily.

Thirteenth Day.—(1) Idea of line—*beginning Point, ending Point*. (2) Direction—*vertical, horizontal, oblique*. (3) Dimension of lines—(1) Undetermined. (2) Specific. Linear standard to be taught.

Fourteenth Day.—Combination of lines to form *angles*. (1) Right angle. (2) 2 Right Angles. (3) 4 Right Angles. (4) *Acute* and (5) *Obtuse* angles in like manner. (1) *Undetermined* and (2) specific lines to be used.

Fifteenth Day.—Combinations of 3 lines—*triangles*. (1) Right-angled, *Isosceles*, Equilateral, Scalene.

Sixteenth Day.—Combinations of 4 lines—quadrilaterals. Same manner as (15).

Seventeenth Day.—Combinations of more than 4 lines.

Eighteenth Day.—Formation of Roman Capital Letters, using straight lines.

Nineteenth Day.—Applications, familiar objects, as ladder, rake, window.

Twentieth Day.—Outline of work in curved lines, to teachers.

NOTE.—Each daily lesson should open with a review.

GRAMMAR.

DAILY EXERCISE THIRTY-FIVE MINUTES.

First Day.—State the province of Grammar; show *what* may be taught to younger pupils, and *how* to teach it.

Second Day.—Analysis of the simple sentence: (1) declarative, (2) interrogative, exclamatory; the class having been directed to bring *four* examples of each kind.

Third Day.—Introduce the *noun*. Class write lists of nouns, *proper* and *common*, on the blackboard, giving equivalents of one class in those of the other. Here and always require strict attention to spelling, capital letters, penmanship, and orderly arrangement.

Fourth Day.—Introduce the *verb* in connection with the nouns used the day previous, so as to form sentences. Analyze sentences thus made.

Fifth Day.—Introduce the *pronoun*, showing the necessity for it. Have the pupils give numerous sentences in which the pronoun is properly used. Place these upon the board and substitute nouns for the pronouns.

Sixth Day.—Introduce the *adjective*, showing the necessity for it. Let the pupils make numerous sentences containing all the parts of speech now known. Analyze. Here recognize the adjective phrase and clause.

Seventh Day.—Introduce the *adverb*, requiring the class to provide sentences illustrative of the various kinds. Here recognize adverbial *words, phrases* and *clauses*.

Eighth Day.—Illustrative lesson showing how the detached sentences already made may be combined into a composition. Connections to be developed here.

Ninth Day.—Compare and contrast *adjective* and *adverbial* modifiers.

Tenth Day.—Have the class bring in a composition, "What I have learned about Grammar." Those to be retained for exercises on false syntax.

Eleventh Day.—Properties of noun and pronoun.

Twelfth Day.—Pupils to furnish sentences, showing these properties. Parse.

Thirteenth Day.—Declension of personal pronouns, showing changes made for *Gender, Person, Number, Case*.

Fourteenth Day.—Pronouns continued. Compare and contrast *Personal* with the other classes of pronouns. Pupils to furnish sentences for this purpose.

Fifteenth Days.—Properties and classes of verbs.

Sixteenth, Seventeenth and Eighteenth Days.—Conjugation of verb (developing law.)

Nineteenth Day.—Correction of false syntax noticed during the Institute.

Twentieth Day.—Review the work. Bring to the notice of the class any difference of treatment, which the subjects may require in school, from that in the Institute.

HISTORY.

Time, 40 minutes daily for two weeks.

First Day.—Spanish claims.

Second Day.—French claims.

Third Day.—English claims.

Fourth Day.—Dutch claims.

Fifth Day.—Kinds of Colonies. (Royal, Proprietary, Charter.)

Sixth Day.—French and Indian War and results.

Seventh Day.—Causes of Revolution.

Eighth Day.—Campaigns of Revolution. (Leaders, Battles.)

Ninth Day.—Treaties and results.

Tenth Day.—Written Review.

CONSTITUTIONS.

Time, same as History.

Eleventh Day.—The Confederation; its *origin, peculiarities* and *defects*.

Twelfth Day.—The Constitution; points of improvement on confederation.
Preamble, things taught by it.

Thirteenth Day.—Representation in government; (1) what share of the people meet for law making; (2) who are counted as the people; (3) what are the qualifications of a legislator; (4) manner of electing; (5) privileges and emoluments. The two branches of Legislative Department being treated separately or comparatively.

Fourteenth Day.—Continuation of the same; *powers* and *duties* of the two houses.

Fifteenth Day.—The President; manner of election and duties.

Sixteenth Day.—The Cabinet; powers and duties of heads of departments.

Seventeenth Day.—Citizenship; naturalization; state electorship.

Eighteenth Day.—Compare critically the legislative department of State government with United States.

Nineteenth Day.—In like manner compare the Executive departments. Vice President and Lieutenant Governor.

Twentieth Day.—Written Review.

ALGEBRA.

Time of recitation 45 minutes, outside of regular institute work.

First Day.—Connection of Algebra and Arithmetic. Illustrations.

Second Day.—Connection of Algebra and Arithmetic. Illustrations.

Third Day.—General Definitions—Classify Symbols.

Fourth Day.—Review—Idea of *Positive* and *Negative Quantities*.

Fifth Day.—Addition—Relation to Arithmetic. Cases. Axioms or Principles.

Sixth Day.—Subtraction—Cases, law of signs, Axioms or Principles.

- Seventh Day.*—Multiplication, law of signs, relative to Arithmetic.
- Eighth Day.*— do law of Exponents.
- Ninth Day.*— do of Binomials.
- Tenth Day.*— do Theorems I. II. III.
- Eleventh Day.*—Division, law of signs.
- Twelfth Day.*—Division, laws of Exponents.
- Thirteenth Day.*—Theorem $x^0=1$.
- Fourteenth Day.*—Theorem $\frac{1-x}{x^2}$.
- Fifteenth Day.*—Factoring, Monomials, Binomials.
- Sixteenth Day.*—Factoring, Binomials.
- Seventeenth Day.*—Greatest Common Divisor and Least Common Multiple.
- Eighteenth Day.*—Fractions, Reduction, ascending, descending.
- Nineteenth Day.*—Symbols of 0, ∞ , $\frac{1}{x}$.
- Twentieth Day.*—Review.

GEOMETRY.

- First Day.*—Introduction; idea of line, surface, solid.
- Second Day.*—Definition and classification of lines and angles, and formation of polygons, especially triangles.
- Third Day.*—Review; axioms.
- Fourth Day.*—Theorem treating of straight lines and their intersections.
- Fifth and Sixth Days.*—Same subject.
- Seventh Day.*—Triangles and their classification.
- Eighth, Ninth, Tenth, Eleventh and Twelfth Days.*—Theorems (1 per day) relating to triangles.
- Thirteenth Day.*—Quadrilaterals; classification.
- Fourteenth, Fifteenth, Sixteenth and Seventeenth Days.*—Theorems relating to quadrilaterals.
- Eighteenth Day.*—Polygons; classifications and theorems.
- Nineteenth Day.*—Theorem or problem.
- Twentieth Day.*—Review.

APPENDIX.

NATURAL SCIENCES.

In view of the difficulty attending the introduction of new branches of study into the mixed schools of the state, it is recommended that work be done upon Botany and Physiology only; the former in the summer months and the latter in the winter.

PLAN OF WORK FOR BOTANY.

(1.) *Leaves*.—

- (1) Parts.
- (2) Form.
- (3) Venation.
- (4) Margin.
- (5) Kinds.
- (6) Arrangements on stem.
- (7) Use.

(2.) *Flowers*.—

- (1) Parts. (a) Sepals. (b) Petals. (c) Stamens. (d) Pistils. (Seed vessel.)
- (2) Form, color.
- (3) Arrangement on stem.
- (4) Purpose of.
- (5) Adaptation of parts to purposes.

(3.) *Stem*.—

- (1) Parts.
- (2) Modes of growth.
- (3) Kinds.
- (4) Uses.

(4.) *Roots*.—

- (1) Parts.
- (2) Kinds.
- (3) Uses.

(NOTE.) In nearly every advance step in *term* or *classification*, let the specimen be in the pupil's hand. Let a constant *review* be kept up by a description of leaves and flowers previously presented by the pupil, naming the plant described, where known; e. g. "The leaf of the elm is ovate, doubly serrate, rough," etc.

PROGRAMME FOR MIXED SCHOOLS.

STUDY.

9.00 to 9.10.	Opening exercises.
9.10 to 9.20.	Gen. Ex. (Oral.) Fundamental Operations. Arithmetic.
9.20 to 9.30.	" A " Arith. 1st, 2d and 3rd Readers.
9.30 to 9.40	" " 2d and 3d Readers, Primer Print.
9.40 to 9.50	" " 3d Reader.
9.50 to 10.05	" " 2d " Recess.
10.05 to 10.25.	" B " 2d " 1st Reader Copy Numbers.
10.25 to 10.45.	
10.45 to 11.00.	
11.00 to 11.15.	" A " Geography, " B " Arithmetic.
11.15 to 11.35.	" "
11.35 to 11.45.	" B " Spelling, " A " Geography.
11.45 to 12.00.	" B " Spelling, 1st Reader Drawing Objects
1.10 to 1.20.	" A " Reading, " B " Geography, 2d Reader.
1.20 to 1.35.	" " " "
1.35 to 1.55.	" B " Geography. 1st and 2d Reader Drawing Objects.
1.55 to 2.15.	" A " Grammar. " B " Geography.
2.15 to 2.20.	" "
2.20 to 2.45.	
2.45 to 3.00.	
3.00 to 3.20.	" B " Spelling.
3.20 to 3.35.	" A " Spelling. 2d Reader Study Map.
3.35 to 3.50.	" B " Spelling. 2d Reader Study Map.
3.50 to 4.00.	Gen. Ex. on Outline Map.

This programme is suggested as a guide, not a pattern. Circumstances will modify the number of exercises. The order and relative amount of time have been carefully considered. The General Exercise is deemed an important part of the school work, and earnestly commended to the attention of teachers. Considering the variety of matter to be presented, it is thought advisable that several branches be presented in a weekly series, as suggested for 3d Gen. Ex., or in proportionate parts of a term.

"A" and "B" classes in Arithmetic and Geography are considered as nearly corresponding to the 4th and 3d Reader classes; "B" Spelling to include after the 3d and 2d Reader classes, wholly or in part.

PROGRAMME FOR MIXED SCHOOLS.

RECITATION.

- 9.20 to 9.10. Opening Exercises.
 9.10 to 9.20. General Exercises.—Numbers; fundamental operations.
 9.20 to 9.30. Primer.
 9.30 to 9.40. 1st Reader.
 9.40 to 9.50. 2d Reader.
 9.50 to 10.05. 3d Reader.
 10.05 to 10.25. "A" Arithmetic.
 10.25 to 10.45. Penmanship.
 10.45 to 11.00. Recess.
 11.00 to 11.15. "C" Arithmetic.—Rudiments (oral.)
 11.15 to 11.35. "B" Arithmetic (text-books.)
 11.35 to 11.45. Primer.
 11.45 to 12.00 "A" Geography.
 12.00 to 1.00. Recess.
 1.00 to 1.10. General Exercise; *Music or Language*.
 1.10 to 1.20. 1st Reader.
 1.20 to 1.35. 2d Reader.
 1.35 to 1.55. 4th Reader.
 1.55 to 2.05. Primer.
 2.05 to 2.20. "B" in Geography.
 2.20 to 2.45. General Exercise.—*History* 2 days, *Biography* 1 day, *Constitution* 1 day, *Physiology* or *Botany* 1 day.
 2.45 to 3.00. Recess.
 3.00 to 3.20. "A" Grammar.
 3.20 to 3.35. "B" Spelling.
 3.35 to 3.50. "A" Spelling.
 3.50 to 4.00. General Exercise on Outline Maps of Wisconsin or United States.

POINTS OF THEORY AND PRACTICE.

- (1.) Mixed schools; organizing and classifying.
- (2.) Programme; study and recitation.
- (3.) School records and regulations.
- (4.) Time of teacher out of school, how employed.
- (5.) Care of pupils; in relation to food, dress, recreation, sleep, labor.
- (6.) School discipline; opening exercises, movements of classes, recesses, communications, punishment.
- (7.) Relative rights and duties of pupils, teacher, patrons, school board, superintendent.
- (8.) Examination of teachers; contract.

- (9.) Recitations, manner of conducting, end in view, written and oral; review, examination.
- (10.) Rhetorical exercises.
- (11.) Oral instruction.
- (12.) Manner and habits of teacher and pupil.
- (13.) Sanitary regulations of school room and grounds.
- (14.) Care of school building and property.

The above Syllabus has been prepared by Prof. ROBT. GRAHAM,
at our request.

SAMUEL FALLOWS, *Supt. Pub. Ins.*,
W. H. CHANDLER,
WM. E. SMITH,
Committee on Institutes.

APPENDIX.

STATISTICAL TABLES.

1—(App.)—SuPT.

(Doc. 5.)

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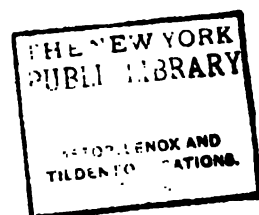


TABLE No. I.

APPORTIONMENT OF SCHOOL FUND INCOME **FOR 1873.**

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
ADAMS COUNTY.		
Adams	172	\$72 24
Big Flats	26	10 92
Dell Prairie	166	69 72
Easton	117	49 14
Jackson	212	89 04
Leola	57	23 94
Lincoln	198	83 16
Monroe	155	65 10
New Chester	142	59 64
New Haven	388	160 86
Preston	70	29 40
Quincy	97	40 14
Richfield	105	44 10
Rome	62	26 04
Springville	188	87 96
Strong's Prairie	380	159 00
White Creek	78	32 76
Totals	2,558	\$1,074 86
BARRON COUNTY.		
Barron	322	\$135 24
BAYFIELD COUNTY.		
Bayfield	176	\$73 92
BROWN COUNTY.		
Bellevue	322	\$135 24
Depere	251	105 48
Depere, village	588	246 96
Eaton	1,182	76 44
Fort Howard	1,186	477 12
Glenmore	801	328 24

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
BROWN COUNTY—continued.		
Green Bay	386	162 12
Green Bay, city	1,781	748 02
Holland	704	295 68
Howard	531	223 02
Humbolt	298	125 16
Lawrence	290	121 80
Morrison	542	227 64
New Denmark	353	148 26
Pittsfield	259	108 78
Preble	551	231 42
Rockland	350	147 00
Scott	618	259 46
Suamico	370	155 40
West Depere	422	177 24
Wrightstown	648	272 16
Totals	10,883	\$4,570 86
BUFFALO COUNTY.		
Alma	180	\$75 60
Alma, village	225	94 50
Belvidere	229	96 18
Buffalo	199	83 58
Buffalo, city	115	48 30
Canton	284	119 28
Cross	277	116 34
Dover	135	56 70
Fountain City	351	147 42
Gilmanton	143	60 06
Glencoe	269	112 98
Lincoln	183	76 86
Maxville	191	80 22
Milton	142	59 64
Modena	305	128 10
Montana	204	85 68
Naples	396	166 32
Nelson	541	227 22
Waumandee	386	162 12
Totals	4,755	\$1,997 10
BURNETT COUNTY.		
Grantsburg	294	\$123 48
CALUMET COUNTY.		
Brillion	329	138 18
Brothertown	682	286 44
Charlestown	526	220 92
Chilton	635	266 70
Harrison	724	304 08

TABLE I.—*Apportionment of School Fund*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
CALUMET COUNTY—continued.		
New Holstein	764	\$320 88
Rantoul.....	407	170 94
Stockbridge.....	840	359 80
Woodville	585	224 70
Totals	5,442	\$2,385 64
CHIPPEWA COUNTY.		
Anson.....	99	\$41 58
Bloomer	690	289 80
Chippewa Falls	684	287 28
Eagle Point.....	600	253 00
Edson.....	133	55 86
La Fayette.....	323	135 66
Sigel	87	36 54
Wheaton.....	250	105 00
Totals	2,866	\$1,203 72
CLARK COUNTY.		
Beaver.....	105	\$44 10
Eaton.....	123	51 66
Grant.....	189	79 38
Levis	92	38 64
Loyal.....	226	94 92
Lynn	50	21 00
Mentor	155	65 10
Pine Valley.....	384	161 28
Weston	258	108 86
Totals	1,582	\$664 44
COLUMBIA COUNTY.		
Arlington	361	\$151 63
Caledonia.....	500	210 00
Columbia	952	399 84
Courtland.....	512	215 04
Dekorra	539	226 38
Fort Winnebago	310	130 20
Fountain Prairie.....	492	206 64
Hampden.....	390	163 80
Leeds.....	462	194 04
Lewiston.....	442	185 64
Lodi.....	583	244 86
Lowville.....	302	126 84
Marcellon	336	141 12
Newport.....	653	274 26
Otsego.....	651	273 42
Pacific.....	112	47 04
Portage City.....	1,539	\$645 68

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of children.	Apportionment.
COLUMBIA COUNTY—continued.		
Randolph.....	449	\$188 58
Scott.....	834	140 23
Springdale.....	822	135 24
West Point.....	848	146 16
Wycena.....	479	201 18
Totals.....	11,068	\$4,648 56
CRAWFORD COUNTY.		
Clayton.....	684	\$287 28
Eastman.....	585	245 70
Freeman.....	542	227 64
Haney.....	251	105 43
Marietta.....	212	89 04
Prairie du Chien.....	446	187 32
Prairie du Chien, city.....	1,532	643 44
Scott.....	881	160 02
Seneca.....	565	237 30
Union.....	153	64 26
Utica.....	523	219 66
Wauzeka.....	456	191 52
Totals.....	6,330	\$2,658 60
DANE COUNTY—1st District.		
Albion.....	463	\$194 46
Bloomington.....	426	178 92
Bristol.....	494	207 48
Burke.....	388	162 95
Christiana.....	650	273 00
Cottage Grove.....	494	207 48
Deerfield.....	427	179 84
Dunkirk.....	407	170 94
Dunn.....	495	207 90
Medina.....	529	222 18
Pleasant Springs.....	459	192 78
Sun Prairie.....	328	137 76
Sun Prairie, village.....	227	95 84
Stoughton, village.....	335	140 70
Windsor.....	466	195 72
York.....	362	152 04
Totals.....	6,950	\$2,919 00
DANE COUNTY—2d District.		
Berry.....	490	\$205 80
Black Earth.....	358	150 36
Blue Mounds.....	500	210 00
Cross Plains.....	659	276 78
Dane.....	438	178 22
Fitchburg.....	490	205 80

TABLE 1—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
DANE COUNTY—2d District—continued.		
Madison	326	\$186 93
Madison, city	3,963	1,664 46
Mazomanie	666	279 73
Middleton	717	301 14
Montrose	447	187 74
Oregon	541	227 23
Perry	454	190 68
Primrose	441	185 22
Roxbury	556	233 53
Rutland	416	174 73
Springdale	467	196 14
Springfield	615	258 80
Vermont	490	201 60
Verona	429	180 18
Vienna	395	165 90
Westport	496	208 33
Totals	14,333	\$6,019 44
DODGE COUNTY—1st District.		
Beaver Dam	666	\$279 73
Beaver Dam, city	1,353	567 84
Calamus	509	213 78
Clyman	545	228 90
Elba	618	259 56
Emmett	524	220 06
Fox Lake	675	283 50
Lowell	1,010	424 20
Oak Grove	719	301 98
Portland	571	239 82
Randolph, village	109	45 78
Shields	464	194 88
Trenton	714	299 88
Westford	435	182 70
Totals	8,911	\$3,742 62
DODGE COUNTY—2d District.		
Ashippun	608	\$253 26
Burnett	366	153 72
Chester	308	129 36
Herman	745	313 90
Hubbard	1,371	575 82
Hustisford	708	297 36
Lebanon	679	285 18
LeRoy	672	282 24
Lomira	923	387 66
Rubicop	781	328 02
Theresa	828	347 76
Waupun, village	367	154 14
Williamsstown	391	167 23
Totals	9,242	\$3,831 64

TABLE 1—*Apportionment of School Fund Income—continued.*

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
DOOR COUNTY.		
Bailey's Harbor.....	125	\$52 50
Brussels	251	105 43
Clay Banks	178	74 78
Egg Harbor.....	87	36 54
Forestville	207	86 94
Gardner	94	39 48
Gibraltar	197	82 74
Jacksonport	40	16 80
Liberty Grove.....	135	56 70
Nasewaupa	156	65 33
Sevastopol	159	66 73
Sturgeon Bay	310	130 30
Union	199	83 53
Washington.....	188	57 96
Totals	2,276	\$955 93
DOUGLAS COUNTY.		
Superior.....	362	152 04
DUNN COUNTY.		
Colfax	82	34 44
Dunn	358	150 36
Eau Galle.....	373	156 66
Elk Mound	152	63 84
Grant	273	115 92
Lucas	155	65 10
Menomonie	375	367 50
New Haven.....	115	48 30
Peru.....	77	32 34
Red Cedar	286	120 12
Rock Creek.....	114	47 68
Sheridan.....	46	19 33
Sherman.....	178	74 76
Spring Brook.....	511	214 63
Stanton	158	66 36
Talntor	65	27 30
Weston	143	60 06
Totals	3,964	1,664 88
EAU CLAIRE COUNTY.		
Bridge Creek	492	206 64
Brunswick.....	203	85 26
Eau Claire.....	1,483	622 66
Lincoln.....	375	157 50
Otter Creek.....	372	156 24
Pleasant Valley	130	54 00
Seymour.....	63	26 46
Union	201	84 43
Washington.....	212	89 04
Totals	3,531	\$1,483 03

—Apportionment of School Fund Income—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
ID DU LAC COUNTY—1st District.		
.....	584	\$245 28
.....	711	298 62
c.	577	242 84
c, city	5,441	2,265 22
.....	457	191 94
.....	586	246 12
.....	598	249 06
.....	465	195 30
.....	447	187 74
.....	1,008	423 86
.....	437	183 54
.....	498	207 06
.....	466	195 72
llage.....	371	155 82
.....	12,636	5,307 12
ID DU LAC COUNTY—2d District.		
.....	801	336 42
.....	768	322 56
.....	550	231 00
.....	654	274 68
.....	663	278 46
.....	422	177 24
.....	614	257 88
.....	786	330 12
.....	572	240 24
.....	685	287 70
.....	6,515	2,786 30
GRANT COUNTY.		
.....	751	315 42
.....	496	204 12
.....	315	132 30
.....	660	277 20
.....	571	239 82
.....	441	185 22
.....	349	146 58
.....	745	312 90
.....	428	179 76
.....	406	170 52
.....	855	359 10
.....	365	153 30
.....	443	185 64
.....	1,121	470 82
.....	496	206 32
.....	399	167 58
.....	361	151 62
.....	294	123 48

TABLE I.—*Apportionment of School Fund Income.*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
GRANT COUNTY—continued.		
Millville.....	81	\$34 08
Mount Hope.....	297	124 74
Muscoda.....	374	157 08
Paris.....	374	157 08
Patch Grove.....	321	134 83
Platteville.....	1,336	561 13
Potosi.....	1,119	469 98
Smelser.....	498	209 16
Waterloo.....	393	165 06
Watterstown.....	283	118 86
Wingville.....	351	147 43
Woodman.....	271	113 83
Wyalusing.....	328	137 76
Totals.....	15,511	\$6,514 63
GREEN COUNTY.		
Adams.....	446	\$187 33
Albany.....	532	223 44
Brooklyn.....	537	225 54
Cadiz.....	578	242 76
Clarno.....	615	258 30
Decatur.....	794	333 48
Exeter.....	345	144 90
Jefferson.....	660	277 20
Jordan.....	492	206 64
Monroe.....	1,481	622 03
Mount Pleasant.....	475	199 50
New Glarus.....	415	174 30
Spring Grove.....	490	205 80
Sylvester.....	345	144 90
Washington.....	298	125 16
York.....	448	188 16
Totals.....	8,951	\$3,759 43
GREEN LAKE COUNTY.		
Berlin.....	383	\$160 44
Berlin, city.....	1,067	448 14
Brooklyn.....	499	209 58
Green Lake.....	494	207 48
Kingston.....	340	142 80
Mackford.....	507	213 94
Manchester.....	436	183 13
Marquette.....	409	171 78
Princeton.....	593	248 64
St. Marie.....	259	108 78
Seneca.....	161	67 63
Totals ..	5,146	\$2,161 33

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
IOWA COUNTY.		
Arena	926	\$388 92
Clyde	307	128 94
Dodgeville	1,559	654 78
Highland	1,370	575 40
Linden	750	315 00
Mifflin	598	251 16
Mineral Point	675	283 50
Mineral Point, city	1,362	572 04
Moscow	487	204 54
Pulaski	587	246 54
Ridgeway	1,086	456 12
Waldwick	400	168 00
Wyoming	300	126 00
Totals	10,407	\$4,370 94
JACKSON COUNTY.		
Albion	705	\$296 10
Alma	444	186 48
Garden Valley	374	157 08
Hixton	446	187 32
Irving	491	206 22
Manchester	162	68 04
Melrose	426	178 92
Northfield	209	87 78
Springfield	367	154 14
Totals	3,624	\$1,522 03
JEFFERSON COUNTY.		
Aztalan	427	179 54
Cold Spring	273	114 66
Concord	584	245 28
Farmington	1,171	491 82
Hebron	487	204 54
Ixonia	617	271 74
Jefferson	1,421	596 82
Koshkonong	1,156	485 52
Lake Mills	560	235 20
Milford	618	259 56
Oakland	405	170 10
Palmyra	601	252 42
Sullivan	704	296 68
Sumner	191	80 22
Waterloo	458	192 36
Waterloo, village	229	96 18
Watertown	1,012	425 04
Watertown, city	3,633	1,525 66
Totals	14,577	\$6,122 24

TABLE I.—*Apportionment of School Fund*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
JUNEAU COUNTY.		
Armenia	95	\$39 90
Clearfield	85	35 70
Fountain	252	105 84
Germantown	219	91 98
Kildare	294	123 48
Lemonweir	442	185 64
Lindina	390	168 80
Lisbon	186	57 12
Lyndon	200	84 00
Marion	126	52 98
Mauston	369	154 96
Necedah	526	220 28
New Lisbon	465	195 30
Orange	186	57 12
Plymouth	372	156 24
Seven Mile Creek	447	187 74
Summit	339	142 38
Wonewoc	429	180 18
Totals	5,322	\$2,235 24
KENOSHA COUNTY.		
Brighton	498	\$207 06
Bristol	394	165 48
Paris	317	133 14
Pleasant Prairie	512	215 04
Randall	228	95 76
Salem	516	216 72
Somers	439	205 38
Wheatland	364	152 88
Kenosha, city	1,566	657 72
Totals	4,879	\$2,049 18
KEWAUNEE COUNTY.		
Ahnepee	649	\$272 58
Carlton	580	243 60
Casco	372	156 24
Franklin	457	191 94
Kewaunee	363	362 46
Lincoln	324	136 08
Montpelier	320	134 40
Pierce	617	259 14
Red River	400	168 00
Totals	4,582	\$1,924 44

TABLE I.—*Apportionment of School Fund Income*—continued.

TOWNS AND COUNTIES	No. of Children.	Apportionment.
LA CROSSE COUNTY.		
Bangor	476	\$199 99
Bums	380	159 60
Campbell	233	97 86
Farmington	687	288 54
Greenfield	301	126 43
Hamilton	894	375 48
Holland	392	164 64
La Crosse, city	3,256	1,347 52
Onalaska	605	254 10
Shelby	246	103 33
Washington	380	159 60
Totals	7,850	\$3,397 00
LA FAYETTE COUNTY.		
Argyle	455	191 10.
Belmont	500	210 00
Benton	717	301 14
Blanchard	189	79 38
Darlington	1,141	479 22
Elk Grove	369	154 98
Fayette	474	199 08
Gratiot	689	289 38
Kendall	397	166 74
Monticello	238	99 96
New Diggings	750	315 00
Seymour	412	173 04
Shullsburg	1,217	511 14
Wayne	434	182 28
White Oak Springs	216	90 72
Willow Springs	427	179 34
Wiota	761	319 62
Totals	9,386	\$3,942 12
MANITOWOC COUNTY.		
Cato	796	\$334 32
Centerville	662	278 04
Cooperstown	741	311 23
Eaton	672	282 24
Franklin	776	325 93
Gibson	776	325 93
Kossuth	968	406 56
Liberty	657	275 94
Manitowoc	511	214 63
Manitowoc, city	2,441	1,025 22
Manitowoc Rapids	820	344 40
Maple Grove	605	254 10
Meeme	698	283 16
Missicott	727	305 24
Newton	888	372 96

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
MANITOWOC COUNTY—continued.		
Rockland	480	201 60
Schleswig	776	325 92
Two Creeks	223	\$93 06
Two Rivers	1,364	572 86
Totals	15,581	6,544 08
MARATHON COUNTY.		
Bergen	85	\$14 70
Berlin	380	159 00
Jenny	52	21 84
Knowlton	43	20 16
Maine	304	127 08
Marathon	189	79 38
Mosinee	154	64 08
Stettin	275	115 50
Texas	100	42 00
Wausau	165	69 30
Wausau, city	490	205 80
Weston	159	66 78
Wien	42	17 64
Totals	2,393	\$1,005 06
MARQUETTE COUNTY.		
Buffalo	323	\$135 06
Crystal Lake	257	107 94
Douglas	273	114 06
Harris	196	82 32
Mecan	318	133 56
Montello	391	164 22
Moundville	172	72 24
Neshkoro	165	69 30
Newton	261	109 62
Oxford	241	101 22
Packwaukee	254	106 08
Shields	263	110 46
Springfield	110	46 20
Westfield	247	103 74
Totals	8,471	\$1,457 82
MILWAUKEE COUNTY.—1st District.		
Franklin	734	\$308 28
Greenfield	898	376 16
Lake	1,444	606 48
Oak Creek	920	386 40
Totals	8,996	\$1,678 32

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
MILWAUKEE COUNTY—2d District.		
Granville	919	\$385 98
Milwaukee	1,430	600 60
Milwaukee, city	27,359	11,490 78
Wauwatosa	1,818	553 56
Totals	31,026	\$13,030 92
MONROE COUNTY.		
Adrian	259	\$108 78
Angelo	198	83 16
Clifton	208	87 86
Glendale	354	148 68
Greenfield	223	93 66
Jefferson	379	159 18
La Fayette	196	82 32
Leon	284	119 28
Lincoln	500	210 00
Little Falls	253	106 26
Oak Dale	300	126 00
Portland	290	121 80
Ridgeville	402	168 84
Sheldon	315	132 30
Sparta	1,190	499 80
Tomah	760	319 20
Wellington	280	117 60
Wilton	444	186 48
Wells	330	138 60
Totals	7,165	\$3,009 30
OCONTO COUNTY.		
Gillett	93	\$39 06
Little Suamico	212	89 04
Marinette	556	233 52
Oconto	275	115 50
Oconto, city	1,102	462 84
Pensaukee	268	112 56
Peshigo	471	197 82
Stiles	144	60 48
Totals	3,121	\$1,810 82
OUTAGAMIE COUNTY.		
Appleton	1,986	\$796 82
Black Creek	281	118 02
Bovina	166	69 72
Buchanan	406	170 52
Center	521	218 82
Cicero	56	23 52

TABLE 1—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
OUTAGAMIE COUNTY—continued.		
Dale.....	478	\$198 00
Deer Creek	85	85 70
Ellington.....	526	290 98
Freedom.....	651	278 48
Grand Chute.....	693	291 06
Greenville.....	600	252 00
Hortonia.....	441	185 23
Kaukauna	659	276 78
Liberty.....	196	82 33
Maine.....	34	14 28
Maple Creek.....	320	134 40
Osborn.....	188	78 96
Seymour.....	174	73 06
Totals.....	8,366	\$3,513 73
OZAUKEE COUNTY.		
Belgium.....	977	\$410 34
Cedarburg.....	1,147	481 74
Fredonia.....	888	372 96
Grafton.....	796	334 33
Mequon.....	1,302	546 84
Port Washington.....	1,205	506 10
Saukville.....	943	396 06
Totals.....	7,258	\$3,048 36
PEPIN COUNTY.		
Albany.....	166	\$69 72
Durand.....	373	156 66
Frankfort.....	153	64 26
Lima.....	246	103 33
Pepin.....	476	199 99
Stockholm.....	211	88 63
Waterville.....	292	164 64
Waubeek.....	85	25 76
Totals.....	2,102	\$883 84
PIERCE COUNTY.		
Clifton.....	187	\$78 54
Diamond Bluff.....	210	88 20
Ellsworth.....	378	156 76
El Paso.....	174	73 06
Gilman.....	196	82 33
Hartland.....	368	154 56
Isabelle.....	92	38 64
Maiden Rock.....	245	103 20
Martell.....	387	162 54
Oak Grove.....	333	139 36

TABLE 1—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
PIERCE COUNTY—continued.		
Prescott	410	172 20
River Falls	525	220 50
Rock Elm	259	108 78
Salem	110	46 20
Spring Lake	194	81 48
Trenton	181	76 02
Trimbelle	311	130 62
Union	154	64 68
Totals	4,714	\$1,979 88
POLK COUNTY.		
Alden	164	\$68 88
Balsam Lake	102	42 84
Black Brook	138	57 96
Farmington	289	121 38
Lincoln	186	78 12
Luck	85	35 70
Milltown	65	27 30
Osceola	274	115 08
St. Croix Falls	278	116 76
Sterling	154	64 68
Totals	1,735	\$728 70
PORTAGE COUNTY.		
Almond	282	\$118 44
Amherst	422	177 24
Belmont	193	81 06
Buena Vista	254	106 68
Eau Plaine	109	45 78
Grant	75	31 50
Hull	241	101 22
Lanark	165	69 30
Linwood	125	52 50
New Hope	371	155 82
Pine Grove	130	54 60
Plover	377	152 34
Sharon	386	162 12
Steven's Point	21	8 82
Steven's Point, City	799	335 58
Stockton	477	200 34
Totals ..	4,427	\$1,859 34
RACINE COUNTY.		
Burlington	1,000	\$420 00
Caledonia	1,234	518 28
Dover	424	178 08
Mt. Pleasant	827	347 84

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No of Children.	Apportionment.
RACINE COUNTY—continued		
Norway	379	\$159 18
Racine, city	3,916	1,644 72
Raymond	560	235 20
Rochester	350	147 00
Waterford	569	238 98
Yorkville	550	231 00
Totals	9,809	4,119 78
RICHLAND COUNTY.		
Akan	301	\$126 43
Bloom	510	214 20
Buena Vista	388	162 96
Dayton	399	167 58
Eagle	549	230 58
Forest	360	151 20
Henrietta	355	149 10
Ithaca	532	223 44
Marshall	378	158 76
Orion	284	119 28
Richland	613	257 46
Richwood	591	248 22
Rockbridge	430	180 60
Sylvan	377	158 34
Westford	382	160 44
Willow	327	137 34
Totals	6,776	2,845 92
ROCK COUNTY—1st District.		
Avon	343	144 06
Center	414	173 88
Fulton	863	362 46
Janesville	352	147 84
Janesville, city	3,553	1,492 26
Magnolia	454	190 68
Newark	426	178 92
Plymouth	548	230 16
Porter	502	210 84
Spring Valley	472	198 24
Union	760	319 20
Totals	8,687	3,648 54
ROCK COUNTY—2d District.		
Beloit	271	113 82
Beloit, city	1,492	626 64
Bradford	307	128 94
Clinton	671	281 82
Harmony	431	181 02

TABLE I.—*Apportionment of School Fund Income.*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
ROCK COUNTY— <i>Second District</i> —continued.		
Johnstown.....	384	\$161 28
La Prairie.....	305	128 10
Lima.....	379	150 18
Milton.....	614	257 88
Rock.....	374	157 08
Turtle.....	407	170 94
Totals.....	5,635	\$2,366 70
ST. CROIX COUNTY.		
Cady.....	33	\$18 86
Cylon.....	170	71 40
Eau Galle.....	128	53 76
Emerald.....	107	44 94
Erin.....	545	228 90
Hammond.....	375	157 50
Hudson.....	159	66 78
Hudson, city.....	614	257 88
Kinnickinnick.....	166	69 72
Pleasant Valley.....	165	69 80
Richmond.....	368	154 56
Rush River.....	202	84 84
St. Joseph.....	137	57 54
Somerset.....	216	90 72
Springfield.....	97	40 74
Stanton.....	217	91 14
Star Prairie.....	143	62 16
Troy.....	292	122 64
Warren.....	192	80 64
Totals.....	4,331	\$1,819 02
SAUK COUNTY.		
Baraboo.....	1,134	\$476 28
Bear Creek.....	378	158 76
Dellona.....	248	104 16
Delton.....	339	142 38
Excelsior.....	331	139 02
Fairfield.....	304	127 68
Franklin.....	375	157 50
Freedom.....	319	133 98
Greenfield.....	301	126 42
Honey Creek.....	452	189 84
Ironton.....	567	238 14
Lavalle.....	394	165 48
Merrimack.....	351	147 42
Prairie du Sac.....	339	852 88
Reedsburg.....	652	278 84
Spring Green.....	424	178 08
Sumpter.....	300	126 00
Troy.....	412	178 04

TABLE I.—*Apportionment of School Fund*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
SAUK COUNTY—continued.		
Washington.....	404	\$169 68
Westfield.....	417	175 14
Winfield.....	298	125 16
Woodland.....	421	176 82
Total.....	9,660	\$4,057 20
SHAWANO COUNTY.		
Angelica.....	61	\$25 62
Bell Plain.....	228	95 76
Grant.....	100	42 00
Hartland.....	220	92 40
Herman.....	87	36 54
Lessor.....	26	10 92
Maple Grove.....	88	36 96
Pella.....	157	65 94
Richmond.....	58	24 36
Seneca.....	28	11 76
Shawano.....	62	26 04
Shawano, village.....	124	52 08
Washington.....	47	19 74
Waukechon.....	109	45 78
Totals.....	1,395	\$585 90
SHEBOYGAN COUNTY.		
Greenbush.....	759	\$318 78
Herman.....	980	411 60
Holland.....	1,179	495 18
Lima.....	885	371 70
Lyndon.....	653	274 26
Mitchell.....	497	208 74
Mosell.....	447	187 74
Plymouth.....	939	394 38
Rhine.....	789	331 38
Russell.....	215	90 30
Scott.....	599	251 58
Sheboygan.....	603	253 26
Sheboygan, city.....	2,420	1,016 40
Sheboygan Falls.....	824	346 08
Sheboygan Falls, village.....	545	228 90
Sherman.....	715	300 30
Wilson.....	576	241 92
Totals.....	18,625	\$5,722 50
TREMPEALEAU COUNTY.		
Albion.....	91	\$38 28
Arcadia.....	777	326 34
Burnside.....	286	120 12

TABLE I.—*Appropriation of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportion- ment.
TREMPEALEAU COUNTY—continued.		
Caledonia.....	209	\$87 78
Etrick.....	536	225 12
Gale.....	655	275 10
Hale.....	272	114 24
Lincoln.....	347	145 74
Preston.....	374	157 08
Sumner.....	255	111 80
Trempealeau.....	801	336 42
Totals.....	4,618	\$1,937 46
VERNON COUNTY.		
Bergen.....	333	\$189 86
Christiana.....	668	280 56
Clinton.....	368	154 56
Coon.....	326	136 92
Forest.....	302	126 84
Franklin.....	512	215 04
Genoa.....	284	98 28
Greenwood.....	344	144 48
Hamburg.....	419	206 22
Harmony.....	408	171 86
Hillsborough.....	347	145 74
Jefferson.....	459	192 78
Kickapoo.....	454	190 68
Liberty.....	206	86 52
Stark.....	314	131 88
Sterling.....	425	178 50
Union.....	249	104 58
Viroqua.....	748	314 16
Webster.....	350	147 00
Wheatland.....	248	104 16
Whitestown.....	274	115 08
Totals.....	8,060	\$3,335 20
WALWORTH COUNTY.		
Bloomfield.....	382	160 44
Darien.....	508	213 36
Delavan.....	316	142 72
East Troy.....	580	232 60
Elkhorn.....	352	147 84
Geneva.....	639	269 28
La Fayette.....	359	150 78
La Grange.....	535	224 70
Linn.....	321	134 82
Lyons.....	456	191 52
Richmond.....	464	194 88
Sharon.....	668	280 56
Spring Prairie.....	415	174 80
Sugar Creek.....	343	143 16
Troy.....	401	168 42

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
WALWORTH COUNTY—continued.		
Walworth	512	\$215 04
Whitewater	1,535	644 70
Totals	9,291	\$3,903 22
WASHINGTON COUNTY.		
Addison	909	381 78
Barton	569	238 98
Erin	548	230 66
Farmington	788	330 96
Germantown	775	325 50
Hartford	1,114	467 88
Jackson	815	342 30
Kewaskum	531	223 02
Polk	749	314 58
Richfield	097	292 74
Schliesingerville	153	64 26
Trenton	850	357 00
Wayne	862	362 04
West Bend	460	193 20
West Bend, village	506	212 52
Totals	10,326	\$4,336 92
WAUKESHA COUNTY.		
Brookfield	973	\$408 66
Delafield	545	228 90
Eagle	415	174 30
Genesee	574	241 08
Lisbon	502	210 84
Menomonee	924	388 06
Merton	696	292 32
Mukwanago	505	212 10
Muskego	632	265 44
New Berlin	723	303 66
Oconomowoc	637	267 54
Oconomowoc, village	635	266 70
Ottawa	401	168 42
Pewaukee	732	307 43
Summit	506	212 52
Vernon	480	193 20
Waukesha	1,098	461 16
Totals	10,958	\$4,003 36
WAUPACA COUNTY.		
Bear Creek	213	\$89 46
Caledonia	383	153 46
Dayton	334	140 22
Dupont	57	23 24

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
WAUPACA COUNTY—continued.		
Fannington	271	\$118 82
Fremont.....	267	112 14
Helvetia.....	73	30 66
Iola	345	144 90
Larrabee.....	183	76 86
Lebanon	286	120 12
Lind	391	164 22
Little Wolf.....	342	143 64
Matteson	125	52 50
Mukwa.....	279	117 18
New London, village	490	205 80
Royalton	422	177 24
St. Lawrence.....	310	130 20
Scandinavia	468	196 56
Union	117	49 14
Waupaca.....	697	292 74
Weyauwega.....	414	173 88
Totals	6 447	\$2,707 74
WAUSHARA COUNTY.		
Aurora	437	\$183 54
Bloomfield.....	532	223 44
Coloma.....	88	36 96
Dakota	146	61 32
Deerfield	90	37 80
Hancock	181	76 02
Leon	381	160 02
Marion.....	246	103 32
Mount Morris	264	110 88
Oasis	292	122 64
Plainfield	381	160 02
Poysippi	299	125 58
Richford.....	149	62 58
Rose.....	154	64 68
Saxville	277	116 34
Springwater	187	78 54
Warren.....	320	134 40
Wautoma	330	138 60
Totals	4,754	\$1,996 68
WINNEBAGO COUNTY.		
Algoma	294	\$123 48
Black Wolf.....	385	161 70
Clayton.....	527	221 84
Menasha.....	1,284	539 28
Neenah.....	1,334	560 28
Nepeuskun	421	176 82
Nekimi.....	584	245 28
Omro	1,151	483 42
Oshkosh.....	215	90 30

TABLE I.—*Apportionment of School Fund Income*—continued.

COUNTIES AND TOWNS.	No. of Children.	Apportionment.
WINNEBAGO COUNTY—continued.		
Oshkosh, city.....	4,605	\$1,934 10
Poygon.....	389	163 88
Rushford.....	814	341 88
Utica.....	405	170 10
Vineland.....	487	188 54
Winchester.....	624	263 08
Winneconne.....	776	325 93
Wolf River.....	229	96 18
Totals.....	14,474	\$6,079 08
WOOD COUNTY.		
Centralia.....	308	\$129 36
Grand Rapids.....	209	87 78
Grand Rapids, city.....	458	193 36
Lincoln.....	96	40 33
Rudolph.....	166	69 72
Saratoga.....	152	63 84
Seneca.....	130	54 60
Sigel.....	141	59 23
Totals.....	1,660	\$697 20

TABLE I—*Apportionment of School Fund Income*—continued.

RECAPITULATION.

COUNTIES.	No. of Children.	Apportion- ment.
Adams	2,558	\$1,074 8
Barron	322	185 24
Bayfield	176	78 92
Brown	10,883	4,570 86
Buffalo	4,755	1,997 10
Burnett	294	123 43
Calumet	5,442	2,285 64
Chippewa	2,866	1,203 73
Clark	1,582	664 44
Columbia	11,068	4,648 56
Crawford	6,330	2,658 60
Dane, 1st district	6,950	2,919 00
Dane, 2d district	14,332	6,019 44
Dodge 1st district	8,911	3,742 62
Dodge 2d district	9,242	3,881 64
Door	2,276	955 92
Douglas	362	152 04
Dunn	3,964	1,664 88
Eau Claire	3,581	1,488 04
Fond du Lac, 1st district	12,636	5,307 12
Fond du Lac, 2d district	6,515	2,736 80
Grant	15,511	6,514 62
Green	8,951	3,759 42
Green Lake	5,146	2,161 32
Iowa	10,407	4,370 94
Jackson	3,624	1,522 08
Jefferson	14,577	6,122 84
Juneau	5,322	2,235 24
Kenosha	4,879	2,049 18
Kewaunee	4,582	1,924 44
La Crosse	7,850	3,297 00
La Fayette	9,386	3,942 12
Manitowoc	15,581	6,544 02
Marathon	2,393	1,005 06
Marquette	3,471	1,457 82
Milwaukee, 1st district	8,996	1,678 32
Milwaukee, 2d district	31,026	13,030 92
Monroe	7,165	3,009 30
Oconto	8,121	1,310 82
Outagamie	8,366	3,513 72
Ozaukee	7,258	3,048 36
Pepin	2,102	882 84
Pierce	4,714	1,979 88
Polk	1,785	728 70
Portage	4,427	1,859 84
Racine	9,809	4,119 78
Richland	6,776	2,845 92
Rock, 1st district	8,687	3,643 54
Rock, 2d district	5,635	2,366 70
St. Croix	4,331	1,819 02
Sauk	9,660	4,057 20
Shawano	1,395	585 90
Sheboygan	13,625	5,722 50

TABLE I.—*Apportionment of School Fund Income*—continued.

RECAPITULATION—continued.

COUNTIES.	No. of Children.	Apportion- ment.
Trempealeau.....	4, 613	\$1, 937 46
Vernon	8, 060	3, 385 20
Walworth.....	9, 291	3, 902 22
Washington	10, 320	4, 336 93
Waukesha	10, 958	4, 002 36
Waupaca	6, 447	2, 707 74
Wauslara.....	4, 754	1, 996 68
Winnebago	14, 474	6, 079 08
Wood	1, 660	697 20
Grand total	431, 086	\$181, 056 19

DISTRICTS, CHILDREN AND SCHOOL ATTENDANCE.

ADAMS COUNTY.

Towns.	Whole number of School Dis- trict in the town.	Number of districts which have reported.	Whole number of parts of districts in the town.	Number of parts of districts which have reported.	Number of Male children, over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils dur- ing the year.
Adams	3	3	2	2	74	96	170	146	557	145	...	4	149	10,365	...	143	10,508
Big Flats	1	1	...	...	20	13	33	33	120	22	...	3	25	1,630	...	...	1,630
Dell Prairie	2	1	5	5	78	84	162	153	831	127	3	...	130	7,672	...	43	7,715
Easton	3	3	...	...	54	55	109	109	405	98	1	...	99	6,485	6	...	6,491
Jackson	3	3	5	5	110	100	210	210	980	177	...	2	179	9,751	...	60	9,811
Leola	2	2	1	1	39	31	70	54	318	54	...	1	58	1,762	...	49	1,811
Lincoln	3	3	3	3	99	92	191	191	805	190	1	4	195	10,678	2	138	10,818
Monroe	3	3	1	1	84	85	169	169	704	95	...	...	95	7,048	...	...	7,048
New Chester	2	2	3	3	72	55	127	127	636	94	...	...	94	4,517	...	...	4,517
New Haven	4	4	4	4	188	180	368	368	1,165	289	1	...	290	18,445	...	52	18,497
Preston	1	1	3	3	35	28	63	63	508	41	...	...	41	2,057	...	...	2,057
Quincy	3	3	1	1	60	44	104	104	516	87	2	...	89	6,870	...	...	6,870
Richfield	1	1	6	6	67	60	127	127	746	75	...	...	75	5,067	...	...	5,067
Rome	3	3	...	...	50	35	85	85	408	65	...	...	65	4,560	...	...	4,560

TABLE No. II.—Districts, Children and School Attendance—continued.

ADAMS COUNTY—county.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 30 years of age.	Number of Female children over 4 and under 30 years of age.	Whole number over 4 and under 30 years of age in town.	Number over 4 and under 30 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 30 years who have attended school.	Number under 4 years who have attended school.	Number over 30 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days atten- dance of different pupils during the year.
Springville.....	3	3	4	4	63	59	122	106	908	100	...	...	100	5,556	...	...	5,556
Strong's Prairie	5	5	2	2	231	184	415	415	974	285	...	8	293	10,184	...	...	10,264
White Creek.....	1	1	1	1	42	40	82	82	308	44	...	...	44	3,574	...	...	3,574
Totals	43	43	41	41	1,366	1,241	2,607	2,542	10,890	1,988	7	23	2,021	116,221	8	565	116,784

BARRON COUNTY.

Barron	20	20	812	256	568	885	2,245	327	2	350	19,208	55	11,403
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BAYFIELD COUNTY.

Bayfield	1	1	72	81	153	153	60	1	61
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TABLE No II.—*Districts, Children and School Attendance—continued.*

BUFFALO COUNTY.

Towns.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Total number of days attendance of different pupils during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Number of days attendance of pupils over 4 and under 20 years.
Alma.....	3	3	...	...	88	92	180	180	296	85	...	...	85	5,699	...	...	5,699
Alma, village	1	1	...	...	97	100	197	197	220	153	...	...	153	21,441	...	...	21,441
Belvidere	4	4	...	...	133	116	249	249	450	142	...	...	142	9,861	...	...	9,861
Buffalo	3	3	1	...	80	96	176	176	377	94	...	...	94	5,904	...	...	5,904
Buffalo, city	1	1	...	...	55	57	112	112	162	72	...	...	72	5,454	...	...	5,454
Canton	5	5	2	...	151	147	298	298	973	173	...	...	173	13,848	...	...	13,848
Cross	4	4	...	...	141	151	292	292	450	161	...	...	161	11,677	...	...	11,677
Dover	4	4	...	...	93	93	186	141	399	85	...	1	86	3,794	...	...	3,794
Fountain City	1	1	...	...	194	208	402	402	198	290	...	1	291	83,264	...	...	83,264
Gilmanton	4	4	...	...	91	71	162	162	540	142	...	3	145	9,467	...	110	9,557
Glencoe	5	5	1	...	162	157	319	319	744	264	...	...	264	13,161	...	...	13,161
Lincoln	3	3	3	...	94	105	199	199	300	105	...	...	105	4,429	...	...	4,429
Maxville	3	3	3	...	103	85	188	188	420	92	...	4	96	2,255	...	...	2,255
Milton	2	2	2	...	65	89	154	154	220	58	...	...	58	3,124	...	...	3,124
Modena	4	4	...	...	188	123	311	311	616	155	...	...	155	13,267	...	...	13,267
Montana	3	3	...	...	108	101	209	209	320	82	...	...	82	4,150	...	...	4,150
Naples	7	7	1	...	194	164	358	358	706	232	...	2	236	13,841	...	...	13,841
Nelson	6	6	2	...	285	245	530	530	1,050	357	...	1	361	20,363	...	7	20,369

Waumandee	4	4	3	199	196	395	395	980	318	....	1	319	23,745	....	100	23,945
Totals	67	63	19	2,521	2,396	4,917	4,872	9,428	3,060	5	13	3,078	215,744	7	335	216,086

BURNETT COUNTY.

Grantsburg	4	4	187	175	362	302	442	176	8	11	190	7,156	5	268	7,429
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CALUMET COUNTY.

Brillion	6	6	213	166	378	378	795	236	236	12,787	12,787
Brothertown	9	9	1	359	329	688	688	1,332	312	312	16,468	16,468
Charlestown	8	8	....	266	259	525	525	1,014	330	....	....	330	23,361	....	....	23,361
Chilton	7	7	2	340	342	682	682	1,307	486	....	1	487	37,796	....	11	37,807
Harrison	10	10	2	378	363	741	741	1,562	363	....	1	364	2,530	....	68	2,598
New Holstein	6	6	3	367	393	760	760	1,410	370	....	....	370	39,504	....	....	39,504
Rentoul	4	4	3	257	206	463	463	838	220	2	....	222	7,353	4	....	7,357
Stockbridge	8	8	1	405	381	786	786	1,319	431	1	6	488	39,506	20	311	39,837
Woodville	6	6	1	272	264	536	536	898	273	....	....	273	17,998	....	....	17,998
Totals	64	64	13	2,856	2,703	5,559	5,559	10,475	3,071	3	8	3,082	215,303	24	390	215,717

CHIPPEWA COUNTY.

Anson	4	4	....	42	38	80	80	526	57	1	1	59	4,333	41	19	4,393
Auburn	5	5	....	142	99	241	241	475	117	....	....	117	5,553	....	....	5,553
Bloomer	6	6	....	171	167	338	338	831	236	....	....	236	18,221	....	....	18,221
Chippewa Falls	1	1	....	357	320	677	677	200	390	....	2	392	43,800	....	110	43,910
Eagle Point	15	15	....	368	351	719	719	2,172	450	....	....	450	27,098	....	....	27,098

TABLE No. II.—*Districts, Children and School Attendance*—continued.
CHIPPEWA COUNTY—continued.

Towns.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Edson.....	4	4	4	4	82	88	170	170	571	104	1	1	105	6,416	5	...	6,421
La Fayette.....	7	6	2	1	192	186	378	378	991	246	1	...	247	13,434	13	...	13,446
Sigel.....	3	2	1	1	42	26	69	69	396	39	...	...	39	1,659	...	...	1,659
Wheaton.....	6	6	1	...	145	121	266	266	710	175	...	...	175	8,543	...	...	8,543
Totals	51	49	4	2	1,542	1,396	2,938	2,938	6,872	1,826	3	3	1,830	129,057	58	129	129,844

CLARK COUNTY.

Beaver.....	4	3	1	...	37	37	74	66	454	53	...	...	53	2,316	...	...	2,316
Eaton.....	5	5	...	...	85	71	156	156	753	114	...	...	114	7,037	...	...	7,037
Grant.....	3	3	1	1	99	95	194	194	453	98	2	...	100	6,426	42	...	6,468
Hixton.....	...	...	1	1	12	8	20	20	160	14	...	...	14	956	...	...	956
Levis.....	3	3	...	...	44	43	87	87	320	74	...	...	74	4,074	...	...	4,074
Loyal.....	5	5	1	1	66	78	144	92	541	98	...	...	98	4,963	...	...	4,963
Lynn.....	3	3	...	...	24	42	66	66	398	33	...	...	33	1,733	...	...	1,733
Mentor.....	2	2	2	2	87	77	164	164	355	84	...	...	84	6,120	...	...	6,120

Pine Valley	4	4	2	2	237	312	449	449	995	.....	.....	305	17,086	.....	17,086
Sherman	3	3	1	1	62	35	97	81	481	.....	.....	80	2,980	.....	2,980
Washburn .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Weston	3	3	2	2	73	72	145	132	530	115	.....	115	5,925	.....	5,925
York	1	1	1	1	65	57	132	132	370	77	.....	77	7,525	.....	7,525
Totals	39	25	12	11	891	827	1,718	1,629	5,810	840	.....	1,147	63,144	42	63,186

COLUMBIA COUNTY.

Arlington	6	6	3	3	181	196	877	377	1,329	214	.....	214	15,242	.....	15,242
Caledonia	6	6	2	2	240	230	470	470	1,145	338	.....	338	23,552	.....	23,552
Columbus	7	7	5	5	467	469	936	936	1,719	684	6	700	53,007	.....	53,125
Courtland	3	3	5	5	2-3	262	495	495	.....	.....	.....	.....	.....	.....	.....
Dekorra	7	7	4	4	208	237	505	505	1,520	447	2	9	35,712	50	36,070
Fort Winnebago	4	4	3	3	154	150	304	304	1,040	259	.....	3	262	16,010	177
Fountain Prairie	5	5	5	5	276	245	521	521	1,717	336	.....	336	82,186	.....	82,186
Hampden	4	4	6	6	176	189	365	365	1,120	310	.....	1	311	7,020	50
Leeds	6	6	2	2	236	214	450	450	1,189	275	1	2	278	20,755	14
Leviston	10	10	.....	.....	234	236	470	470	1,302	335	.....	2	337	19,610	24
Lodi	5	5	5	5	322	314	636	636	1,826	474	2	2	478	43,421	105
Lowville	5	5	3	3	144	148	292	292	1,181	325	1	6	332	26,799	1
Marcellon	4	4	7	7	167	140	307	307	2,003	265	.....	1	266	20,010	65
Newport	4	4	3	3	323	322	645	645	977	526	.....	11	537	40,862	507
Onego	4	4	4	4	340	286	625	626	1,188	313	.....	4	316	15,680	185
Pacific	2	2	3	3	43	40	83	83	490	76	.....	3	79	4,648	82
Randolph	3	3	6	6	257	229	486	486	1,244	305	4	4	312	37,483	25
Randolph, village .....	.....	.....	1	1	16	23	39	39	198	39	.....	.....	39	7,722	7,722
Scott	8	8	2	2	182	151	333	333	1,573	283	.....	1	284	22,479	54
Springdale	3	3	6	6	162	130	292	292	1,250	.....	.....	.....	.....	.....	.....
West Point	6	6	3	3	197	175	372	372	1,172	276	1	2	279	22,615	32
Wyocena	7	7	5	5	240	217	457	457	1,106	396	.....	1	397	.....	.....
Totals	109	109	83	83	4,858	4,803	9,461	9,461	25,999	6,476	17	62	6,555	464,823	117
															2,208
															467,148

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(Doc. 5.)

TABLE No. II.—Districts, Children and School Attendance—continued.

COLUMBIA COUNTY—continued.

Towns.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 30 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils over 30 years.	Total number of days attendance of different pupils during the year.
Portage City.....	109	109	83	83	738	700	1,438	1,438	199	965	....	....	905	103,008	....	103,008
Grand totals....	109	109	83	83	5,596	5,303	10,899	10,899	26,198	7,441	17	63	7,520	567,831	22,008	570,156

CRAWFORD COUNTY.

Bridgeport.....	1	1	2	2	53	66	119	119	490	58	2	1	60	4,295	50	4,345
Clayton.....	11	11	3	3	363	354	717	671	300	....	....	....	301	26,699	....	26,742
Gasman.....	9	9	3	3	320	292	612	612	1,530	480	4	....	484	27,781	39	27,830
Freeman.....	7	7	7	7	309	251	560	560	980	403	....	3	406	18,649	92	18,741
Haney.....	3	3	6	6	117	102	219	219	780	196	....	3	194	10,193	148	10,341
Marietta.....	4	4	1	1	96	108	204	204	573	130	....	1	131	7,727	60	7,787
Prairie du Chien.....	3	3	3	3	156	126	282	282	882	191	....	....	191	15,824	....	15,824
Prairie du Chien, city.....	2	2	2	2	525	558	1,083	1,083	688	537	....	....	537	41,953	....	41,953
Scott.....	6	6	5	5	211	183	393	393	720	323	....	....	323	18,209	....	18,209
Wassena.....	8	8	3	3	272	296	568	568	1,400	417	7	....	424	23,637	41	23,738
Union.....	4	4	3	3	90	86	177	178	776	....	....	....	....	....	....	....

Utes.....	7	7	5	2	292	289	581	1,332	380	16,500	.....	16,500
Waukecha.....	8	8	8	3	247	239	476	1,423	299	18,207	.....	18,330
Totals.....	78	78	45	43	3,051	2,941	5,992	18,257	3,755	229,994	130	230,380

DOUGLAS COUNTY.

Superior.....	2	2	166	175	341	341	180	234	234	83,773	87,773
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DANE COUNTY—First District.

Albion.....	6	6	6	6	231	175	406	406	1,018	257	1	258	17,201	17,275
Blooming Grove ..	5	5	4	4	219	191	410	410	880	180	.....	3	183	8,214	.....	8,289
Bristol.....	4	4	4	7	237	254	491	491	495	254	2	5	261	13,149	40	13,315
Burke.....	9	9	2	2	210	201	411	411	1,244	281	.....	.....	281	9,941	.....	9,973
Christiana.....	10	9	2	1	288	293	581	527	1,174	359	.....	7	366	23,117	.....	23,224
Cottage Grove.....	9	9	2	2	225	237	462	462	1,233	331	.....	.....	331	19,175	.....	19,175
Deerfield.....	5	5	7	7	199	185	384	384	1,602	204	1	3	208	11,184	8	11,249
Dunkirk.....	10	10	.....	.....	263	222	455	455	1,310	385	.....	3	388	24,837	.....	24,943
Dunn.....	6	6	4	4	218	233	451	451	923	308	.....	3	311	19,814	.....	19,894
Medina.....	7	7	2	2	279	261	540	540	1,022	352	.....	2	354	17,665	.....	17,685
Pleasant Springs ..	6	6	4	4	224	192	416	416	1,708	240	1	7	284	13,401	15	13,545
Stoughton, village ..	1	1	.....	.....	152	132	284	284	180	160	.....	3	163	21,041	.....	21,105
Ston Prairie.....	5	5	6	6	182	148	330	330	699	194	.....	1	199	11,136	.....	11,189
Sun Prairie, village ..	1	1	.....	.....	111	118	229	229	188	242	.....	.....	242	20,434	.....	20,434
Windsor.....	7	7	4	4	251	214	465	465	991	262	.....	1	266	15,330	.....	15,390
York.....	8	8	2	2	205	172	377	377	1,053	202	.....	1	203	13,057	.....	13,057
Totals.....	99	98	52	51	3,494	3,228	6,722	6,722	14,180	4,211	4	40	4,262	242,436	62	259,742

TABLE No. II.—Districts, Children and School Attendance—continued.
DANE COUNTY—Second District.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Number of days attendance of pupils over 4 and under 20 years.
Berry	5	5	5	5	274	236	510	510	943	176	...	...	176	9,318	...	...	9,318
Black Earth	3	3	3	3	200	179	379	379	442	221	...	...	221	28,546	...	63	28,609
Blue Mounds	4	4	4	4	233	244	477	477	540	247	...	...	247	13,402	...	99	13,501
Cross Plains	5	5	5	5	337	320	657	677	973	289	2	...	289	17,167	20	...	17,187
Dane	4	4	4	4	227	213	440	440	1,010	239	...	...	239	19,630	...	33	19,663
Fitchburg	8	8	8	8	258	238	496	496	1,550	300	...	...	300	32,040	...	...	32,040
Madison	2	2	2	2	158	159	317	317	917	195	...	...	195	16,107	...	...	16,107
Mazomanie	2	2	2	2	337	344	681	681	347	483	...	...	483	49,599	...	1015	50,614
Middleton	8	8	8	8	384	347	731	731	1,460	484	...	...	484	35,243	...	...	35,243
Monroe	4	4	4	4	217	213	430	430	808	181	...	...	181	14,827	...	...	14,827
Montrose	3	3	3	3	262	279	541	541	1,436	455	...	...	455	34,539	...	90	34,629
Oregon	3	3	3	3	259	197	456	456	1,083	258	...	...	258	11,242	...	126	11,368
Perry	4	4	4	4	211	201	412	412	1,296	296	...	...	296	30,612	...	141	30,753
Primrose	4	4	4	4	231	236	467	467	925	195	1	...	195	11,281	...	...	11,281
Roxbury	3	3	3	3	220	200	420	420	1,250	330	...	...	330	22,527	...	340	22,867
Rudland	6	6	6	6	210	227	437	437	1,009	289	...	...	289	16,602	...	163	16,765
Springdale	5	5	5	5	299	275	574	574	1,328	315	1	...	315	19,531	...	20	19,559
Springfield	6	6	6	6	252	239	491	491	844	302	...	...	302	16,533	...	...	16,533
Verona	6	6	6	6	211	191	402	402	1,061	329	5	...	329	20,681	12	...	20,693

Vienna.....	2	2	6	6	173	164	336	336	1,129	319	.....	7	326	18,558	.....	222	18,780
Westport.....	6	6	5	5	263	254	517	517	1,540	276	.....	.....	276	13,005	.....	.....	13,005
Totals.....	101	101	78	78	5,235	4,956	10,191	10,191	21,943	6,170	9	55	6,294	457,110	40	2318	459,562
City of Madison .....	.....	.....	.....	.....	1,751	1,866	3,617	3,617	21,185	2,211	.....	.....	2,211	168,772	.....	.....	168,772
Grand total.....	101	101	78	78	6,986	6,822	13,808	13,808	22,128	8,381	9	55	8,445	625,882	40	2312	628,334

DODGE COUNTY—First District.

Ashippun	5	5	7	7	313	313	626	626	1,589	363	1	1	364	22,754	6	19	22,779
Burnett	3	3	4	4	175	173	348	348	.....	257	.....	.....	257	20,687	.....	.....	20,687
Chester	4	4	5	5	137	155	292	292	1,523	182	.....	.....	182	13,009	.....	.....	13,009
Herman	8	7	3	3	389	363	752	752	1,119	267	.....	.....	267	14,220	.....	.....	14,220
Hubbard	6	6	4	4	637	605	1,242	1,242	1,391	807	.....	.....	807	64,323	.....	.....	64,323
Hustisford	4	4	5	5	388	315	703	703	1,160	348	.....	.....	348	24,075	.....	.....	24,075
Lebanon	3	3	3	3	341	349	690	690	533	121	.....	.....	121	5,445	.....	.....	5,445
LeRoy	7	7	2	2	359	307	666	666	1,258	320	1	.....	321	19,240	1	.....	19,241
Lomira	10	10	2	2	469	415	884	884	1,693	541	.....	1	542	29,748	.....	50	29,798
Rubicon	6	6	5	5	385	395	780	780	1,501	395	.....	3	398	21,344	.....	138	21,482
Theresa	3	3	5	5	407	415	822	822	1,992	256	.....	.....	256	14,175	.....	.....	14,175
Waupun, village .....	.....	.....	2	2	131	158	289	289	300	307	.....	.....	307	29,035	.....	.....	29,035
Williamstown	6	6	3	3	441	444	885	885	1,223	312	.....	.....	312	28,575	.....	.....	28,575
Totals.....	65	64	50	49	4,572	4,407	8,979	8,979	14,332	4,475	2	5	4,482	306,630	7	207	306,844

DODGE COUNTY—Second District.

Beaver Dam	7	7	4	4	300	286	586	586	1,408	367	.....	.....	367	15,366	.....	.....	15,366
Cadmus	7	7	3	3	273	212	485	485	1,213	285	.....	.....	285	14,934	.....	.....	14,934
Clyman	4	4	6	6	279	237	516	516	1,637	318	.....	2	320	23,278	.....	23	23,296

TABLE No. II.—Districts, Children and School Attendance—continued.

DODGE COUNTY—Second District.

Towns.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Elba	6	6	6	6	329	336	665	665	1,311	561	11	1	572	41,028	96	...	41,124
Emmett	8	8	8	8	243	213	456	456	1,176	240	...	1	241	14,537	...	...	4,537
Fox Lake	2	2	2	2	337	296	633	633	1,745	575	...	...	575	55,400	...	...	55,400
Lowell	9	9	9	9	533	492	1,025	1,025	2,358	730	2	3	735	50,723	6	76	50,806
Oak Grove	7	7	7	7	416	367	783	783	2,273	493	...	...	497	38,946	...	143	39,089
Portland	6	6	6	6	273	232	555	555	1,562	373	2	4	379	23,693	...	...	23,693
Randolph, village .....	...	...	...	...	41	58	99	99	198	...	...	...	...	...	...	...	...
Shields	4	4	4	4	244	213	457	457	864	224	...	...	224	15,136	...	...	15,136
Wrenston	8	8	8	8	360	302	662	662	2,487	489	7	10	506	36,177	35	249	36,461
Westford	4	4	4	4	191	198	389	389	1,235	205	3	30	238	7,407	65	...	7,472
Totals	72	72	60	60	3,809	3,492	7,301	7,301	19,367	4,860	25	54	4,939	336,621	202	491	337,314
City of Beaver Dam .....	...	...	...	...	647	753	1,400	1,400	200	813	...	...	813	...	...	...	...
Grand totals	72	72	60	60	4,456	4,245	8,701	8,701	19,567	5,673	25	54	5,753	336,621	202	491	337,314

DOOR COUNTY.

Bailey's Harbor.....	1	1	1	64	69	133	133	160	94	....	94	6,157	....	6,157
Brussels	2	2	2	134	128	262	262	210	210	....	210	5,387	....	5,387
Clay Banks	2	2	2	108	103	211	211	303	140	....	140	6,705	....	6,705
Egg Harbor	3	3	3	39	44	83	84	381	83	....	83	3,899	13	3,912
Forestville	3	3	3	118	129	247	247	352	105	....	105	5,487	....	5,487
Gardner.....	3	3	3	72	73	145	145	375	71	21	92	18,750	200	18,950
Gibraltar	4	4	4	98	89	187	187	343	140	....	140	7,986	....	7,986
Jacksonport	1	1	1	20	23	43	43	123	24	....	24	1,370	....	1,370
Liberty Grove	3	3	3	88	77	165	165	315	91	....	91	1,177	....	1,177
Naeswaupce	3	3	3	85	70	155	155	501	104	4	109	8,326	84	8,410
Sevastopol	4	4	4	....	....	180	180	591	132	....	132	7,515	....	7,515
Sturgeon Bay	5	5	5	1	166	325	217	491	195	1	198	21,123	7	21,254
Union	2	2	2	99	94	193	193	308	87	....	87	5,658	....	5,658
Washington	1	1	1	61	69	130	130	180	93	....	93	4,741	10	4,751
Totals	37	76	2	1,244	1,215	2,459	2,280	4,633	1,569	26	4	1,599	241	104,743

DUNN COUNTY.

Colfax	2	2	2	44	38	82	82	274	254	....	254	2,696	....	2,696
Dunn	7	7	7	171	178	349	349	1,447	262	....	262	18,185	....	18,185
Eau Claire	8	8	8	237	212	449	449	1,052	290	....	290	20,023	....	20,023
Elk Mound.....	3	3	3	72	70	142	142	300	90	....	90	3,236	....	3,236
Grant	6	6	6	154	155	309	309	614	194	....	194	2,904	....	2,904
Lucas	3	3	3	94	69	163	163	530	130	....	130	4,947	....	4,947
Menomone	6	6	6	522	490	1,012	1,012	800	740	14	754	51,327	1573	52,800
New Haven	3	3	3	64	63	127	127	217	74	....	74	2,341	....	2,341
New York	3	3	3	27	20	47	47	252	47	....	47	2,656	....	2,656
Red Cedar	5	5	5	131	130	261	261	582	184	....	184	8,809	....	8,809
Rock Creek.....	4	4	4	81	67	148	148	552	105	....	105	7,234	....	7,234
Sheridan	2	2	2	21	20	50	50	238	35	....	35	2,410	....	2,410

TABLE No. II.—Districts, Children and School Attendance—continued.

DUNK COUNTY—continued.

Towns.	Whole number of School District.	Number of Districts which have reported.	Whole number of parts of Districts in the Town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number over 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Sherman	6	6	.....	.....	118	101	219	200	717	175	.....	1	176	8,386	.....	50	8,436
Spring Brook	8	8	.....	.....	252	264	516	516	976	371	.....	5	376	22,395	.....	142	22,533
Stanton	4	4	.....	.....	91	97	188	188	400	60	.....	.....	60	1,353	.....	.....	1,353
Tainter	2	2	1	1	63	63	126	126	272	103	.....	2	105	5,071	.....	.....	5,071
Weston	3	3	.....	.....	77	76	153	153	518	96	1	.....	97	4,841	.....	.....	4,841
Total	75	74	13	13	2,219	2,122	4,841	4,236	9,741	3,010	1	28	3,039	168,774	.....	1,665	170,439

EAU CLAIRE COUNTY.

Bridge Creek	4	4	4	4	296	243	539	539	1,008	456	.....	1	457	43,514	.....	5	43,519
Brunswick	5	5	1	1	132	127	259	259	670	169	.....	2	168	10,901	.....	98	10,994
Eau Claire	3	3	.....	.....	943	973	1,916	1,916	517	1,331	.....	17	1,348	120,166	.....	489	120,654
Lincoln	4	4	1	1	214	175	389	389	522	202	.....	.....	202	12,212	.....	.....	12,212
Otter Creek	5	5	4	4	172	191	363	363	1,152	270	.....	3	273	17,378	.....	126	17,505
Pleasant Valley	2	2	1	1	36	39	75	75	352	44	.....	.....	44	2,443	.....	.....	2,443
Seymour	2	2	1	1	36	37	73	73	266	58	.....	.....	58	3,686	.....	.....	3,686

Union.....	5	5	.....	95	106	201	201	710	152	.....	152	11,498	.....	11,498
Washington.....	8	8	.....	112	92	204	204	913	160	3	1	8,294	116	8,443
Totals.....	38	38	12	2,086	1,983	4,019	4,019	6,194	2,839	3	24	2,866	230,091	236,953

FOND DU LAC COUNTY—First District.

Alto.....	9	9	4	4	186	280	566	1,756	454	1	5	455	84,013	10	15	35,038
Eldorado.....	6	6	3	3	430	349	779	1,264	343	.....	3	346	21,529	.....	12	21,541
Fond du Lac.....	8	8	6	6	306	271	577	1,230	306	1	.....	365	27,666	7	.....	29,672
Friendship.....	5	5	4	4	256	201	457	747	298	.....	2	300	19,816	.....	50	19,866
Lamarine.....	9	9	4	4	309	288	597	1,822	484	.....	2	486	31,920	.....	.....	40,601
Metomen.....	11	11	6	6	309	291	600	2,330	521	1	3	535	42,668	10	36	45,869
Oakfield.....	7	7	3	3	277	193	470	2,007	303	.....	2	305	22,204	.....	40	22,244
Ripon.....	8	8	6	6	269	191	400	1,805	256	1	3	260	19,541	54	124	19,819
Ripon, city.....	2	2	2	2	452	463	916	824	659	.....	1	690	53,081	.....	8	53,139
Rosendale.....	8	8	5	5	248	231	479	1,613	239	1	.....	340	19,402	1	.....	19,403
Springvale.....	8	8	5	5	244	234	478	1,915	324	.....	6	330	23,549	.....	171	23,578
Waupun.....	8	8	6	6	234	237	511	2,214	304	.....	1	305	20,346	.....	56	20,402
Waupun, village....	1	1	1	1	168	151	319	860	302	.....	.....	304	30,483	.....	.....	30,483
Totals.....	90	90	55	55	3,749	3,400	7,149	19,947	4,893	5	28	4,991	370,219	82	556	380,632
City of Fond du Lac.....	.....	.....	.....	.....	2,601	2,868	5,469	200	3,475	.....	6	3,481	600,472	.....	500	600,972
Grand Total.....	90	90	55	55	6,350	6,268	12,618	20,147	8,368	5	34	8,472	970,691	82	1056	981,604

FOND DU LAC COUNTY—Second District.

Ashford.....	8	8	3	3	430	384	814	1,434	500	.....	.....	500	23,88	.....	.....	28,834
Auburn.....	10	10	2	2	445	347	792	1,535	480	.....	1	481	24,998	.....	1	24,994
Byron.....	11	11	3	3	263	255	518	1,740	436	9	7	453	27,501	9	103	27,996

TABLE No. II.—Districts, Children and School Attendance—continued.
FOND DU LAC COUNTY—Second District—continued.

Towns.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Total number of days attendance of different pupils during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Number of days attendance of pupils over 4 and under 20 years.
Calumet.....	5	5	5	5	343	291	634	634	864	267	2	...	327	27,646	20	...	27,666
Eden.....	10	10	4	4	340	347	687	687	1,546	500	...	...	500	23,834	...	...	23,834
Empire.....	8	8	1	1	228	207	435	435	1,259	373	...	...	373	27,618	...	...	27,618
Forest.....	9	9	4	4	338	359	697	697	1,482	313	1	2	316	24,749	...	103	24,852
Marshfield.....	1	1	6	6	458	350	808	808	875	353	...	...	353	54,986	...	...	54,986
Osceola.....	8	8	2	2	268	300	568	568	1,266	404	...	...	404	30,509	...	...	30,509
Waycheedah.....	8	8	2	2	328	278	606	606	831	297	...	...	297	13,878	...	...	13,878
Totals.....	78	78	33	33	3,441	3,118	6,559	6,559	11,832	3,922	12	10	4,004	289,548	20	207	100,347

GRANT COUNTY.

Beetown.....	12	12	3	3	382	367	749	749	1,456	533	...	1	534	30,190	...	44	30,234
Bloomington.....	12	10	7	5	238	256	494	494	1,588	338	...	3	341	29,971	...	138	30,109
Blue River.....	6	6	2	2	171	164	335	335	696	181	...	4	185	10,033	...	135	10,168
Boscobel.....	1	1	...	...	336	340	676	676	198	567	...	14	567	62,318	...	840	63,158
Clearville.....	5	5	...	...	299	278	577	577	729	351	...	6	357	26,867	37	261	27,165

Clifton.....	13	13	5	5	210	210	420	1,579	356	7	363	20,006	323	21,233
Ellenboro.....	9	18	3	2	176	166	343	1,035	290	4	294	11,300	99	11,399
Fennimore.....	17	17	5	5	408	365	773	2,395	531	1	534	24,006	27	24,033
Glen Haven.....	7	7	2	2	223	218	441	1,172	325	5	331	22,274	150	22,561
Harrison.....	8	8	...	...	207	179	386	1,065	282	...	282	14,894	...	14,834
Hazel Green.....	8	8	1	1	412	416	828	1,310	616	3	619	44,537	...	44,685
Hickory Grove.....	9	9	4	4	201	185	386	1,176	251	2	259	13,602	15	13,832
Jamestown.....	8	8	...	...	233	214	447	1,092	296	...	296	17,083	...	17,083
Lancaster.....	16	14	6	6	551	531	1,082	2,071	698	1	699	61,407	2	61,409
Liberty.....	8	8	2	2	204	185	389	1,221	342	4	347	20,468	48	20,547
Lima.....	9	9	5	5	214	200	414	1,151	293	...	293	15,447	...	15,447
Little Grant.....	8	8	3	3	165	170	335	1,035	292	...	292	11,527	...	11,527
Marion.....	8	8	4	4	144	133	297	1,058	140	2	142	7,521	...	7,535
Millville.....	3	3	2	2	36	33	69	362	53	...	53	3,902	...	3,902
Mount Hope.....	6	6	4	4	188	186	374	896	278	...	278	12,343	...	12,343
Muscoda.....	5	5	...	...	202	206	408	610	249	...	249	3,798	...	3,798
Paris.....	7	7	3	3	181	163	344	930	227	...	229	12,530	...	12,559
Patch Grove.....	10	10	8	8	169	154	323	1,280	275	2	275	10,166	...	10,166
Platteville.....	10	10	2	2	712	699	411	1,428	953	...	954	66,252	...	66,308
Potosi.....	10	10	2	2	622	547	1,169	1,309	561	1	565	38,442	...	38,595
Smelser.....	8	8	2	2	284	223	507	1,188	320	4	320	17,012	...	17,012
Waterloo.....	8	8	...	...	204	181	385	1,016	288	...	290	11,089	...	11,275
Watertown.....	5	5	...	...	140	112	252	677	219	2	221	10,424	...	10,475
Wingville.....	8	8	3	3	227	180	407	1,092	296	1	297	9,030	...	9,966
Woodman.....	7	7	4	4	151	134	275	983	204	1	205	10,823	...	10,865
Wyalusing.....	8	8	4	4	175	181	356	1,065	307	...	307	16,959	...	16,959
Totals.....	258	253	86	83	8,065	7,586	15,651	34,863	10,822	13	10,902	608,021	287	671,266

GREEN COUNTY.

Adams.....	6	6	1	1	205	207	412	867	286	...	286	12,270	...	12,270
Albany.....	7	7	2	2	268	270	538	1,823	438	...	444	28,512	...	28,641
Brooklyn.....	5	5	5	5	237	250	477	1,431	446	4	448	23,710	103	23,813

TABLE No. II.—*Districts, Children and School Attendance—continued.*
GREEN COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the Town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days atten- ance of different pupils during the year.
Cadiz	9	9	3	3	803	272	575	575	1,226	453	1	2	456	26,361	8	100	26,464
Clarno	9	9	1	1	294	300	594	594	1,446	.....	.....	.....	.....	19,246	.....	.....	19,246
Pecatur	7	7	4	4	383	406	789	789	2,584	636	.....	9	645	35,500	.....	388	35,888
Exeter	6	6	3	3	192	181	373	373	1,409	295	8	1	299	18,708	45	.....	18,753
Jefferson	6	6	4	4	285	356	651	651	1,484	418	.....	3	421	26,499	.....	90	26,589
Jordan	5	5	3	3	242	205	447	447	999	400	.....	1	401	21,342	.....	43	21,385
Monroe	5	5	5	5	763	760	1,523	1,523	3,770	1,122	3	1	1,126	116,148	50	71	116,269
Mount Pleasant	9	9	3	2	230	231	461	461	1,161	400	1	4	405	17,718	4	85	17,807
New Glarus,	8	8	6	6	197	162	359	359	668	218	.....	.....	218	16,202	.....	.....	16,262
Spring Grove	8	8	1	1	274	249	523	523	1,273	411	2	1	414	20,780	22	32	20,834
Sylvester	7	7	3	3	168	187	355	355	1,594	306	.....	0	315	25,371	.....	.....	25,371
Washington	5	5	4	4	216	186	402	402	1,208	319	2	3	324	15,819	10	79	15,918
York	4	4	2	2	208	186	394	394	850	325	.....	.....	325	9,437	.....	.....	9,437
Totals	101	101	49	49	4,445	4,408	8,863	8,863	23,652	6,323	24	40	6,527	433,623	144	1,119	434,946

GREEN LAKE COUNTY.

Berlin	2	2	8	7	192	147	839	339	1,257	278	2	280	20,532	70	20,602
Brooklyn	3	3	7	7	237	224	481	481	1,261	364	1	365	23,421	40	23,461
Green Lake	7	7	9	9	304	281	565	565	2,387	427	1	428	41,075	33	41,018
Kingston	2	2	5	5	173	163	336	336	1,103	324	3	327	10,057	50	10,107
Mackford	8	8	3	3	276	158	534	534	1,769	395	1	499	22,579	61	22,634
Mancheater	3	3	7	7	243	221	464	464	1,193	250	1	256	21,681	10	21,791
Marquette	2	2	4	4	160	159	319	317	869	191	1	191	14,253	14	14,253
Princeton	5	5	2	2	390	358	718	718	829	492	1	492	18,836	2	18,836
St. Marie	2	2	6	6	163	140	303	303	1,005	150	1	151	8,388	2	8,390
Seneca	2	2	4	4	85	84	169	169	802	112	1	112	7,512	2	7,512
Totals ..	36	36	55	54	2,313	2,015	4,228	4,228	12,475	2,983	2	3,001	188,328	71	188,694
City of Berlin .....	.....	.....	.....	.....	532	350	1,091	1,091	200	669	.....	960	86,582	.....	86,582
Grand Total	36	36	55	54	2,745	2,574	5,319	5,319	12,675	3,652	2	3,670	274,910	71	275,276

IOWA COUNTY.

Arena	12	12	3	3	512	449	951	951	2,087	687	2	691	39,875	90	39,969
Clyde	4	4	2	2	146	149	297	297	556	184	.....	184	8,287	.....	8,287
Dodgeville	12	12	4	4	761	763	1,524	1,524	2,273	1,143	2	1,145	76,507	64	76,571
Highland	11	11	3	3	709	661	1,391	1,391	1,657	801	4	809	42,138	5	42,224
Linden	9	9	3	3	372	363	735	735	1,482	598	.....	598	31,411	.....	31,411
Midlin	9	9	2	2	319	292	611	611	1,548	.....	.....	427	22,341	.....	22,341
Mineral Point	12	12	2	2	363	289	652	652	1,596	400	6	406	23,630	224	23,850
Moscow	4	4	3	3	239	242	481	481	.....	.....	.....	.....	.....	.....	.....
Neosho	6	6	1	1	338	272	610	610	1,014	389	1	390	36,507	37	36,544
Ridgeway	14	14	4	4	539	536	1,165	1,165	.....	.....	.....	.....	.....	.....	.....
Ridgwick	5	5	1	1	203	217	420	420	.....	.....	.....	.....	.....	.....	.....
Waukegan	6	6	2	2	124	164	288	288	802	183	.....	183	18,799	.....	18,799
Totals	105	104	27	29	4,615	4,387	8,902	8,902	13,355	4,385	7	4,399	257,495	132	258,030

TABLE No. II.—Districts, Children and School Attendance—continued.
IOWA COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 30 years of age.	Number of Female children over 4 and under 30 years of age.	Whole number over 4 and under 30 years of age in town.	Number over 4 and under 30 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 30 years who have attended school.	Number under 4 years who have attended school.	Number over 30 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils over 4 and under 30 years.	Number of pupils under 4 years. of pupils under 4 years. attendance	Number of days attendance of pupils over 30 years.	Total number of days attend- ance of different pupils during the year.
City of Mineral Point	105	104	27	29	609	741	1,350	1,350	160	567	....	10	577	69,449	....	118	69,567
Grand Total	105	104	27	29	5,224	5,128	10,252	10,252	13,515	4,952	7	24	4,976	326,944	132	521	327,597
JACKSON COUNTY.																	
Albion	5	5	2	2	341	343	689	689	942	502	....	2	504	52,148	....	160	52,308
Alma	3	3	5	5	206	184	390	390	1,179	373	....	....	373	28,880	....	....	20,880
Garden Valley	5	5	4	4	204	162	366	366	1,182	155	....	3	157	7,436	....	49	7,485
Hixton	8	8	2	2	245	214	459	459	1,271	291	....	....	291	15,495	....	....	15,495
Irving	8	8	1	1	238	255	493	493	1,172	299	2	2	303	17,310	25	110	17,445
Manchester	5	5	1	1	98	101	199	199	752	129	....	....	131	8,171	6	....	8,187
Melrose	8	8	2	2	212	205	417	417	1,130	333	1	1	335	21,134	10	17	21,161
Northfield	4	4	1	1	135	112	247	247	495	111	3	1	115	7,087	48	50	7,185
Springfield	7	7	3	3	224	174	398	398	1,284	309	....	....	311	12,869	....	44	12,913
Totals	53	53	21	20	1,903	1,755	3,658	3,630	9,407	2,502	8	10	2,520	162,521	89	430	163,050

JEFFERSON COUNTY.

Aztalan	11	11	5	5	274	261	535	535	1,461	247	2	249	12,014	8	12,023
Cold Spring	6	6	2	2	175	166	341	341	913	270	.....	270	9,285	.....	9,285
Concord	12	12	8	8	325	305	630	630	1,308	476	.....	476	23,846	.....	23,846
Farmington	11	11	3	3	494	488	982	982	1,225	456	.....	456	15,977	.....	15,977
Hebron	7	7	2	2	259	218	495	495	1,117	338	4	346	27,598	100	27,773
Ixonia	13	13	6	6	367	381	748	748	1,633	339	.....	339	20,383	.....	20,383
Jefferson	15	15	4	4	924	834	1,758	1,758	1,903	877	.....	877	64,698	75	64,773
Koshkonong	10	10	6	6	585	543	1,101	1,101	1,460	790	.....	790	77,873	.....	77,873
Lake Mills	11	11	9	9	258	261	517	517	1,542	416	1	417	11,688	18	11,706
Millford	10	10	4	4	312	310	622	622	1,415	400	1	405	27,000	1	27,142
Oakland	13	13	6	6	202	163	365	365	1,827	206	1	261	18,767	31	18,798
Palmyra	11	11	6	6	332	295	627	627	1,628	377	1	378	27,806	34	27,840
Sullivan	10	10	6	6	327	307	634	634	1,510	469	1	470	31,549	56	31,605
Sumner	5	5	4	4	93	91	183	183	784	114	.....	114	6,940	.....	6,940
Waterloo	10	10	5	5	238	228	462	462	1,238	280	.....	280	9,237	.....	9,237
Waterloo, village	1	1	.....	.....	124-	117	241	241	200	177	5	182	23,514	273	24,887
Watertown	12	12	4	4	496	491	987	987	1,608	511	.....	511	40,956	.....	40,956
Totals	168	168	80	80	5,755	5,455	11,210	11,210	22,772	6,817	5	6,841	458,231	36	459,003
City of Watertown .....	.....	.....	.....	.....	1,850	1,792	3,642	3,642	200	1,294	.....	.....	176,167	.....	176,167
Grand Total	168	168	80	80	7,605	7,247	14,852	14,852	22,972	8,111	5	6,841	634,398	36	635,170

JUNEAU COUNTY.

Armenia	3	3	.....	.....	47	50	97	97	317	79	2	81	2,877	2	2,879
Clearfield	3	3	1	1	54	35	89	85	362	74	.....	74	3,967	.....	3,967
Pennant	6	6	1	1	135	120	255	255	795	171	2	178	10,059	77	10,136
Pennantown	6	6	1	1	113	117	230	153	747	165	.....	165	14,786	.....	14,786
Kildare	4	4	3	3	160	130	290	290	789	266	.....	266	11,728	.....	11,728
Pennouweir	6	6	6	6	200	214	414	414	1,668	263	1	664	15,689	15	15,704

TABLE No. II.—Districts, Children and School Attendance—continued.

JUNEAU COUNTY—continued.

Towns.	Whole number of School Districts in the town.	Number of districts which have reported.	Whole number of parts of districts in the town.	Number of parts of districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 6 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Lindina	4	4	4	4	260	232	492	492	1,178	824	1	2	327	21,373	36	80	21,359
Lisbon	2	2	2	2	81	74	155	155	564	141	...	2	143	9,243	...	...	9,243
Lyndon	3	3	3	3	106	97	203	142	613	128	1	...	129	6,887	20	...	6,407
Marion	4	4	...	...	67	53	120	120	550	111	...	...	113	7,020	...	...	7,230
Mauston	1	1	...	...	193	173	366	366	180	312	...	47	359	43,200	...	470	43,670
Mecedah	2	2	2	2	240	290	530	508	460	442	1	...	443	31,600	5	...	31,605
New Lisbon	1	1	...	...	241	252	493	493	190	393	2	...	398	38,124	23	96	38,243
Orange	3	3	...	...	89	78	167	167	426	83	...	...	93	6,580	...	...	6,580
Plymouth	5	5	2	2	212	203	415	415	916	325	...	1	316	21,490	...	138	21,628
Seven Mile Creek	6	6	4	4	204	183	387	387	1,077	286	...	...	286	18,602	...	...	18,602
Summit	5	5	4	4	183	159	342	342	1,154	250	4	2	256	13,483	13	23	13,519
Wonebec	6	6	4	4	238	231	469	469	1,404	417	...	1	418	13,444	...	13	13,475
Totals	70	69	36	36	2,823	2,691	5,514	5,350	13,390	4,240	10	64	4,314	289,662	112	1127	290,901

KENOSHA COUNTY.

Totals	7	7	6	6	236	230	473	473	1,876	216	...	8	219	13,704	...	180	13,924
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Bristol	7	7	3	3	192	201	393	393	1,095	290	4	294	24,032	200	24,243
Paris	10	10	3	3	193	187	370	370	1,753	257	257	18,194	18,194
Pleasant Prairie....	11	11	3	2	243	229	472	472	1,589	316	....	....	316	21,075	....	....	12,526
Randall	3	3	2	2	113	96	209	209	849	157	....	....	157	12,526	....	....	12,526
Salem	9	0	1	1	267	248	515	515	1,582	303	....	10	313	32,294	....	78	33,691
Somers	8	8	6	5	284	225	509	509	1,858	288	1	8	248	21,845	21	277	22,143
Wheatland.....	6	6	....	....	185	180	365	365	773	204	....	....	204	13,114	....	....	13,114
Totals	61	61	24	23	1,713	1,605	3,306	3,306	11,295	2,031	1	25	2,037	156,874	21	685	157,580
City of Kenosha....	....	....	....	....	910	2,002	1,912	1,912	109	575	10	5	595	107,350	800	700	108,850
Grand totals	61	61	24	23	2,623	2,607	5,218	5,218	11,404	2,606	11	30	2,632	264,224	821	1385	266,430

LA CROSSE COUNTY.*

Bangor	7	7	2	2	243	258	501	501	1,210	354	7	4	365	32,069	235	186	33,390
Burns	9	9	1	1	211	180	391	391	1,257	326	3	1	330	30,889	72	60	31,021
Campbell.....	4	4	1	1	143	128	271	271	1,508	187	....	....	187	33,086	....	....	33,086
Farmington	9	9	3	3	344	322	666	666	1,502	390	....	....	393	24,330	....	198	24,577
Greenfield	4	4	2	2	143	117	260	260	572	125	....	....	125	8,056	....	....	8,056
Hamilton	10	10	5	5	546	443	888	888	2,035	579	....	2	599	54,856	....	87	55,043
Holland	4	4	2	2	170	148	318	318	748	265	25	2	292	10,606	....	38	10,704
Onalaska.....	7	7	1	1	308	287	595	595	1,141	256	3	5	364	21,537	2	95	21,634
Shelby	3	3	2	2	147	121	268	268	603	155	....	1	156	9,062	....	31	9,093
Washington	4	4	1	1	218	177	395	395	434	171	....	....	177	8,254	....	....	8,254
Totals.....	61	61	20	20	2,373	2,180	4,553	4,493	10,130	2,032	38	18	2,988	233,794	309	605	234,798
City of La Crosse....	....	....	....	....	1,600	1,765	3,365	3,365	200	1,752	....	10	1,763	177,768	....	420	178,188
Grand totals	61	61	20	20	3,973	3,945	7,918	7,858	10,330	4,684	38	28	4,750	411,562	309	1115	412,986

*No report received from Kewaunee county at the date of printing this table.

TABLE No. II.—*Districts, Children and School Attendance*—continued.
LA FAYETTE COUNTY.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Number of days attendance of pupils over 4 and under 20 years.
Argyle.....	6	6	3	3	221	211	432	432	1,167	285	...	6	291	18,738	...	155	18,883
Belmont.....	4	4	3	3	274	256	530	530	1,077	416	1	1	418	26,872	20	22	26,914
Benton.....	6	6	4	4	381	354	735	735	1,420	409	...	1	410	24,461	...	15	24,476
Blanchard.....	1	1	3	3	128	98	226	226	547	179	...	2	181	12,465	...	139	12,604
Darlington.....	7	7	3	3	540	548	1,088	1,088	1,475	916	1	9	926	62,115	1	489	62,605
Elk Grove.....	6	6	2	2	180	191	371	359	794	262	...	...	262	16,961	...	...	16,961
Fayette.....	8	8	...	...	228	218	446	446	1,109	350	...	...	350	24,170	...	...	24,170
Gratiot.....	10	10	7	7	358	343	701	701	2,532	520	1	...	521	80,122	30	...	80,152
Kendall.....	4	4	6	6	198	183	381	381	1,286	189	...	2	191	7,204	...	41	7,235
Monticello.....	3	3	4	4	108	112	220	220	905	260	...	...	260	15,555	...	...	15,555
New Diggings.....	3	3	1	1	393	384	777	777	573	384	...	...	384	28,175	...	...	28,175
Seymour.....	4	4	4	4	230	205	435	425	1,279	332	...	1	333	19,284	...	41	19,325
Shullsburg.....	6	6	1	1	522	583	1,095	1,095	1,121	748	...	...	748	51,571	...	...	51,571
Wayne.....	7	7	3	3	225	218	443	443	1,513	354	...	4	358	21,594	...	174	21,768
White Oak Springs.....	2	2	2	2	96	93	189	189	475	102	2	...	104	2,437	88	...	2,525
Willow Springs.....	8	8	2	2	239	217	456	456	1,283	318	...	2	320	19,059	...	103	19,162
Windsor.....	8	8	5	5	361	317	678	678	1,517	462	4	...	466	24,735	41	...	24,776
Totals.....	94	94	52	52	4,672	4,521	9,193	9,181	6,493	6,486	9	28	6,523	405,598	180	1179	406,867

MANITOWOC COUNTY.

Cato	6	6	6	5	5	5	366	382	748	748	1,083	484	3	487	32,064	161	32,825
Centerville	5	5	5	.....	.....	.....	338	314	652	652	726	272	.....	272	35,946	.....	35,946
Cooperstown	6	6	6	.....	.....	.....	365	374	739	739	808	281	.....	289	36,413	.....	36,413
Eaton	4	4	4	4	4	4	318	300	618	618	689	353	.....	354	17,069	18	17,087
Franklin	5	5	5	4	4	4	45	400	853	853	1,191	324	.....	324	18,268	.....	18,268
Gibson	7	7	7	2	2	2	394	382	776	776	960	411	.....	412	30,027	24	30,051
Kossuth	5	5	5	2	2	2	518	484	1,002	1,002	868	315	.....	315	24,997	.....	24,997
Liberty	4	4	4	5	5	5	247	252	499	447	564	325	1	327	12,345	24	12,369
Manitowoc	1	1	1	5	5	5	281	290	571	571	394	156	.....	156	10,539	.....	10,539
Manitowoc, city	1	1	1	3	3	3	1,206	1,265	2,471	2,471	737	1,311	1	1	149,869	30	150,259
Manitowoc Rapids	6	6	6	.....	.....	.....	453	406	859	859	937	433	2	435	30,061	92	30,153
Maple Grove	4	4	4	3	3	3	312	259	571	571	700	331	12	343	11,021	40	11,061
Meeme	6	6	6	.....	.....	.....	366	362	728	728	907	358	4	362	21,305	10	21,315
Mishicot	6	6	6	2	2	2	381	349	730	730	1,265	482	1	482	33,409	85	33,494
Newton	6	6	6	1	1	1	457	447	904	904	811	309	1	311	15,602	1	15,604
Rockland	2	2	2	3	3	3	239	194	433	433	362	105	.....	105	5,209	.....	5,209
Schleswig	6	6	6	1	1	1	406	426	832	832	1,009	394	.....	393	28,485	.....	28,485
Two Creeks	2	2	2	.....	.....	.....	130	122	252	252	321	126	.....	126	10,923	.....	10,923
Two Rivers	6	6	6	1	1	1	676	702	1,378	1,378	1,078	739	.....	739	58,809	.....	58,809
Totals	88	88	41	41	41	41	7,888	7,728	15,616	15,564	14,432	7,508	20	15	582,961	106	553,807

MARATHON COUNTY.

Bergen	2	2	.....	.....	.....	.....	15	11	26	26	287	21	.....	21	2,515	.....	2,515
Berlin	10	9	1	1	1	199	230	419	419	419	1,113	243	.....	243	16,394	.....	16,394
Jenny	2	1	.....	.....	.....	61	33	94	94	94	198	59	.....	59	.....	.....	.....
Knowlton	1	1	.....	.....	.....	30	37	67	67	67	180	35	.....	35	8,247	.....	8,247
Maine	5	4	1	1	1	113	129	242	242	242	520	174	.....	174	9,212	.....	9,212

TABLE No. II.—*Districts, Children and School Attendance*—continued.

MARATHON COUNTY—continued.

Towns.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 30 years of age.	Number of Female children over 4 and under 30 years of age.	Whole number over 4 and under 30 years of age in town.	Number over 4 and under 30 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 30 years who have attended school.	Number under 4 years who have attended school.	Number over 30 years who have attended school.	Total number of different pupils who have attended school during the year.	Total number of days attendance of different pupils during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 30 years.	Number of days attendance of pupils over 4 and under 30 years.
Marathon	4	3	3	3	87	112	199	199	348	129	1	1	129	8,045	26	...	8,405
Mosinee	6	6	6	6	81	66	147	147	731	128	1	1	129	5,910	26	...	5,936
Sietin	6	6	6	6	155	162	317	317	600	174	...	...	174	1,661	...	...	1,661
Texas	6	6	6	6	61	83	144	144	888	102	...	...	102	7,364	...	...	7,364
Wausau	6	6	1	1	92	103	195	195	634	113	...	...	114	7,535	36	...	7,565
Wausau, city	1	1	1	1	333	330	663	663	178	400	...	2	402	42,543	...	...	42,543
Weston	3	2	1	1	70	72	142	142	400	109	...	...	109	5,655	...	...	5,655
Wien	2	2	...	...	48	16	64	64	209	34	...	...	34	2,083	...	...	2,083
Totals	54	49	4	3	1,345	1,374	2,719	2,719	6,286	1,721	1	3	1,725	112,164	26	30	112,220

MARQUETTE COUNTY.

Buffalo	5	5	5	5	156	158	314	314	1,436	256	...	2	258	19,379	...	59	19,888
Crystal Lake	3	3	2	2	141	124	265	265	545	115	...	2	117	4,275	...	160	4,434
Douglas	5	5	...	...	147	133	280	280	608	218	...	3	221	10,120	...	200	10,320
Harris	2	2	2	2	87	99	186	186	680	119	...	...	123	6,613	...	...	6,613

Mecan.....	3	3	3	3	153	175	328	328	330	107	.....	107	4,763	.....	4,763
Montello.....	3	3	3	4	197	184	381	381	900	260	.....	268	17,552	.....	17,707
Moundville.....	3	3	3	.....	95	80	175	175	416	143	.....	151	17,765	.....	11,845
Neshkoro.....	2	2	2	2	98	69	167	167	460	87	.....	87	3,724	.....	3,724
Newton.....	3	3	3	1	121	115	236	236	451	69	.....	72	4,606	.....	4,690
Oxford.....	4	4	4	2	106	130	236	236	785	161	.....	1	162	.....	14,005
Packwaukee.....	4	4	4	3	143	122	265	249	921	183	.....	188	11,339	.....	11,339
Shields.....	1	1	1	3	94	84	178	178	446	139	.....	1	8,034	.....	8,034
Springfield.....	2	2	2	4	61	54	115	115	709	65	.....	65	4,405	.....	4,405
Westfield.....	1	1	1	5	129	109	238	238	789	195	.....	195	16,325	.....	16,325
Totals.....	41	41	33	33	1,738	1,636	3,364	3,348	9,536	2,117	1	14	2,165	.....	187,542

MILWAUKEE COUNTY—First District.

Franklin.....	5	5	5	5	394	405	799	799	1,767	305	.....	1	306	23,473	.....	23,500
Greenfield.....	7	7	7	7	459	455	914	914	2,138	498	.....	.....	498	31,505	.....	31,505
Lake.....	7	7	2	2	744	749	1,493	1,493	1,430	675	.....	.....	675	66,976	.....	66,976
Oak Creek.....	8	8	2	2	460	450	910	910	1,582	499	.....	.....	499	34,948	.....	34,948
Totals.....	27	27	16	16	2,057	2,059	4,116	4,116	6,917	1,977	.....	1	1,978	156,902	.....	156,939

MILWAUKEE COUNTY—Second District.

Granville.....	11	11	1	1	469	453	922	922	1,606	465	.....	.....	465	23,926	.....	23,926
Milwaukee.....	10	10	.....	.....	747	685	1,432	1,432	1,649	647	.....	.....	647	48,476	.....	48,476
Wauwatosa.....	10	10	3	3	640	680	1,320	1,320	2,123	649	5	.....	654	47,895	.....	48,228
Totals.....	31	31	4	4	1,856	1,818	3,674	3,674	5,378	1,761	5	.....	1,766	120,297	.....	120,630
City of Milwaukee.....	.....	.....	.....	.....	14,259	14,896	29,155	29,155	196	11,224	.....	.....	11,224	1,233,192	.....	1,233,192
Grand Total.....	31	31	4	4	16,115	16,714	32,829	32,829	5,574	12,985	5	.....	12,990	1,353,489	.....	1,353,822

TABLE No. II.—*Districts, Children and School Attendance*—continued.
MONROE COUNTY.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.
Adrian	3	3	3	3	154	135	289	289	627	192	...	3	195	12,055	...	186	12,241
Angelo	1	1	1	1	77	97	174	174	370	156	...	...	156	9,342	...	...	9,342
Clifton	4	4	4	4	163	126	289	289	520	139	...	...	139	8,673	...	...	8,673
Glendale	4	4	4	4	180	133	333	333	748	238	...	...	238	17,130	...	...	17,130
Greenfield	3	3	3	3	132	102	224	224	386	177	...	...	182	7,708	...	98	7,806
Jefferson	5	5	5	5	218	174	392	392	562	215	...	...	216	9,960	...	40	10,000
La Fayette	3	3	3	3	89	72	161	161	402	144	...	...	144	12,137	...	...	12,137
Leon	2	2	2	2	118	157	275	275	431	140	...	...	146	11,942	...	100	11,842
Lincoln	2	2	2	2	269	251	520	520	1,784	421	2	4	427	22,420	46	100	22,566
Little Falls	7	7	7	7	144	114	258	248	914	192	1	...	193	12,910	19	...	12,929
Newtime	2	2	2	2	12	8	20	10	173	20	...	...	20	1,459	...	...	1,459
Oak Dale	5	5	5	5	187	167	354	354	630	212	...	...	212	9,773	...	...	9,773
Portland	4	4	4	4	165	134	299	299	669	182	...	...	182	9,204	...	...	9,204
Ridgeville	4	4	4	4	258	202	460	460	844	460	1	...	461	23,538	57	...	23,595
Sheldon	3	3	3	3	168	143	311	311	420	169	...	...	169	9,909	...	...	9,909
Sparta	7	7	7	7	631	633	1,274	1,274	1,729	1,122	1	3	1,126	106,239	7	124	106,360
Tomah	6	5	5	5	423	391	784	784	1,234	602	4	6	612	51,237	213	420	51,870
Wellington	5	5	5	5	208	154	363	363	769	236	...	...	237	18,263	...	90	18,293
Wells	3	3	3	3	138	126	264	264	910	250	5	4	259	13,889	42	123	14,054

Wilton	5	5	4	3	306	192	398	398	1,042	382	....	5	387	21,483	....	488	21,951
Totals	88	85	59	56	3,920	3,521	7,441	7,421	16,174	5,649	14	38	5,701	388,565	384	1,780	390,629

OCONTO COUNTY.

Gillett	3	3	....	....	43	45	88	88	388	55	....	....	55	4,471	....	....	4,471
Little Suamico	3	3	....	....	128	118	246	246	360	134	....	....	134	5,260	....	....	5,260
Maple Valley	1	1	....	....	16	29	45	45	110	14	....	....	14	1,095	....	....	1,095
Marinette	1	1	....	....	323	297	620	620	180	259	2	....	261	34,866	12	....	34,878
Oconto	6	6	....	....	190	145	335	335	999	235	....	....	235	15,632	....	....	15,632
Pensaukee	4	4	....	....	130	132	262	262	697	206	....	....	206	16,816	....	....	16,816
Peshigo	7	7	....	....	339	196	635	617	1,003	424	....	4	428	27,669	....	135	27,804
Stiles	2	2	....	....	72	71	143	143	320	90	....	1	91	6,538	....	8	6,546
Totals	27	27	....	....	1,217	1,020	2,374	2,356	4,007	1,410	....	....	1,415	112,347	12	143	112,502
City of Oconto .....	....	....	....	....	512	477	989	989	202	833	....	....	833	....	....	....	63,978
Grand Total	27	27	....	....	1,729	1,497	3,363	3,345	4,209	2,243	2	5	2,248	176,325	12	143	176,480

OUTAGAMIE COUNTY.

Black Creek	5	5	....	....	161	144	305	305	588	206	....	....	206	10,764	....	....	10,764
Bovina	5	5	....	....	101	112	213	213	634	133	2	....	125	5,650	....	....	5,650
Buchanan	4	4	....	....	194	203	397	397	572	238	....	....	238	12,250	....	....	12,250
Center	6	6	2	2	337	263	605	605	923	315	....	....	315	16,175	....	....	16,175
Cicero	3	3	....	....	42	30	72	72	364	30	....	....	30	2,214	....	....	2,214
Dale	5	5	2	2	207	192	399	399	926	340	....	....	340	24,127	....	....	24,127
Deer Creek	1	1	....	....	44	44	88	88	132	60	....	....	60	5,275	....	....	5,275
Ellington	7	7	1	1	279	285	564	564	1,203	391	....	....	391	33,750	....	....	33,750
Freedom	4	4	3	3	334	301	635	635	921	400	....	....	400	22,561	....	....	22,561

TABLE No. II.—Districts, Children and School Attendance—continued.

OUTAGAMIE COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the Town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days atten- dance of different pupils during the year.	
Grand Chute	9	9	1	1	356	343	699	699	1,507	385	.....	.....	385	25,200	.....	.....	25,200	25,200
Greenville	7	7	3	3	336	324	660	660	1,462	458	.....	.....	458	39,235	.....	.....	39,235	39,235
Hortonville	4	4	2	2	252	238	490	490	702	365	.....	.....	365	24,983	33	.....	25,016	25,016
Kaukauna	6	6	.....	.....	374	332	706	706	1,042	447	.....	.....	447	35,360	.....	.....	35,360	35,360
Liberty	3	3	1	1	98	110	208	208	569	117	.....	.....	117	4,418	.....	.....	4,418	4,418
Litonia	1	1	.....	.....	18	22	40	40	110	30	.....	.....	30	1,997	.....	.....	1,997	1,997
Maple Creek	3	3	.....	.....	157	178	335	335	416	176	.....	.....	176	10,658	.....	.....	10,658	10,658
Osborn	2	2	3	3	115	108	223	162	547	97	.....	.....	97	4,850	.....	.....	4,850	4,850
Seymour	3	3	1	1	151	101	252	252	573	189	2	.....	191	10,839	113	.....	10,952	10,952
Totals	78	78	19	19	3,556	3,335	6,891	6,830	13,199	4,357	4	.....	4,361	290,306	146	.....	290,452	290,452
City of Appleton .....	.....	.....	.....	.....	1,090	1,000	2,090	2,090	185	1,003	.....	.....	1,003	87,253	.....	.....	87,253	87,253
Grand Total	78	78	19	19	4,646	4,335	8,981	8,920	13,384	5,360	4	.....	5,364	377,559	146	.....	377,705	377,705

OZAUKEE COUNTY.

Belgium.....	8	8	...	...	506	528	1,034	1,034	994	530	...	...	520	42,775	...	42,775
Cedarburg.....	6	6	3	3	599	571	1,170	1,170	1,236	430	1	...	350	22,021	20	22,041
Fredonia.....	7	7	3	3	474	426	900	900	1,524	478	2	...	480	35,208	92	35,300
Grafton.....	5	5	2	2	419	371	790	790	1,034	347	10	...	357	26,440	408	26,848
Maquon.....	12	12	1	1	680	618	1,293	1,293	1,951	608	...	...	608	42,825	...	42,825
Port Washington....	6	6	1	1	580	645	1,235	1,235	1,059	701	12	...	758	46,885	160	47,045
Saukville.....	5	5	5	5	533	474	1,007	1,007	1,492	356	...	...	356	21,050	...	21,050
Totals.....	49	49	15	15	3,791	3,628	7,419	7,419	9,290	3,360	25	...	3,409	237,204	670	237,884

PEPIN COUNTY.

Albany.....	3	3	...	...	66	65	131	131	403	105	...	...	117	4,972	...	4,972
Durand.....	1	1	3	3	204	204	408	408	633	265	...	...	285	27,789	...	29,570
Frankfort.....	2	2	1	1	89	75	164	164	472	128	...	...	128	4,060	...	4,060
Lima.....	4	4	4	4	109	94	203	203	892	171	...	...	171	6,048	...	6,048
Pepin.....	6	6	...	...	203	201	404	404	690	300	...	...	306	20,864	...	21,158
Stockholm.....	3	3	...	...	100	92	192	192	349	116	...	...	4	5,392	...	5,453
Waterville.....	6	6	1	1	214	209	423	423	858	319	...	...	321	17,476	...	17,679
Waubeek.....	1	1	2	2	44	48	92	92	428	88	...	...	88	3,346	...	3,346
Totals.....	26	26	12	9	1,029	988	2,017	2,017	4,724	1,492	...	...	1,492	89,917	...	89,919

PIERCE COUNTY.

Clifton.....	3	2	1	...	51	47	98	98	160	90	...	...	93	4,005	...	4,123
Diamond Bluff.....	2	2	3	3	130	79	209	209	631	166	...	...	166	14,896	...	14,896
Elmworth.....	5	5	...	...	217	177	394	394	554	240	...	...	240	5,685	...	5,685

TABLE No. II.—Districts, Children and School Attendance—continued.

PIERCE COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.	
El Paso	5	5	1	1	94	86	180	180	672	97	...	...	97	9,044	...	...	9,044	9,044
Gilman	4	4	3	3	125	137	262	253	720	143	...	...	145	5,806	...	18	5,826	5,826
Hartland	5	5	3	3	223	193	416	416	1,133	339	...	...	341	13,866	...	13	13,879	13,879
Isabelle	1	1	2	2	48	52	100	100	400	88	...	...	38	2,106	...	...	2,106	2,106
Maiden Rock	4	4	3	3	151	138	289	289	...	...	...	...	...	2,709	...	...	2,709	2,709
Martell	5	5	2	2	220	212	432	432	767	248	...	...	249	10,326	...	30	10,356	10,356
Oak Grove	4	4	3	3	184	173	357	357	850	...	...	...	258	17,668	...	...	17,668	17,668
Prescott	1	1	1	1	193	215	408	408	155	265	...	...	265	27,328	...	...	27,328	27,328
River Falls	6	6	4	4	332	306	638	638	1,379	252	...	...	253	14,719	...	...	14,719	14,719
Rock Elm	7	7	2	2	143	147	290	250	948	123	15	5	143	11,747	67	371	12,166	12,166
Salem	3	3	2	1	48	57	105	105	536	64	1	...	65	4,109	48	...	4,155	4,155
Spring Lake	7	7	2	2	116	106	222	172	771	182	4	...	174	10,111	274	...	10,385	10,385
Trenton	2	2	2	2	81	69	150	99	388	99	...	...	99	3,510	...	...	3,510	3,510
Trimble	6	6	2	2	191	150	341	341	...	269	...	...	269	16,151	...	...	16,151	16,151
Union	5	5	...	...	70	76	146	166	580	86	...	...	87	7,222	...	12	7,234	7,234
Totals	74	73	36	34	2,617	2,420	5,037	4,916	9,644	2,695	15	20	2,793	180,300	67	884	181,311	181,311

POLK COUNTY.

Alden	5	5	5	5	155	111	266	206	588	161	116	6,632	6,632
Balsam Lake	5	5	5	5	59	49	108	62	490	70	71	4,617	4,625
Black Brook	3	3	3	3	87	77	164	164	363	119	131	5,561	5,613
Farmington	5	5	5	5	172	163	335	335	646	225	225	15,716	15,716
Lincoln	4	4	4	4	105	81	186	191	549	131	132	2,600	2,601
Lorraine	3	3	3	3	15	13	28	12	100	9	9	655	655
Luck	3	3	3	3	44	41	85	69	220	33	33	1,483	1,483
Milltown	1	1	1	1	44	25	69	69	345	41	41	2,513	2,513
Oscola	5	5	5	5	164	150	314	314	1,078	247	253	18,736	18,759
St. Croix Falls	6	6	6	6	154	136	290	283	982	171	171	10,866	10,866
Sterling	4	4	4	4	83	86	169	169	540	94	94	2,169	2,169
Totals	43	43	7	7	1,082	932	2,014	1,921	5,901	1,301	1,311	71,550	71,633

PORTAGE COUNTY.

Almond	2	2	2	2	119	116	335	235	1,032	193	197	7,398	7,506
Amherst	7	7	4	4	226	181	407	370	1,338	324	324	22,228	22,346
Belmont	6	6	6	6	98	107	205	205	873	184	184	11,304	11,304
Buena Vista	6	6	2	2	143	105	248	248	1,123	217	220	10,270	10,270
Eau Plaine	4	4	4	4	62	55	117	117	521	89	89	5,664	5,664
Grant	2	2	2	2	43	39	81	81	330	60	60	5,133	5,133
Hull	4	4	1	1	119	82	201	201	747	110	110	5,839	5,839
Lanark	3	3	4	4	83	72	155	155	857	170	171	11,790	11,791
Linwood	2	2	1	1	64	72	136	136	461	110	110	5,638	5,638
New Hope	5	5	5	5	197	204	401	401	505	216	217	8,784	8,789
Pine Grove	1	1	4	4	77	70	147	147	694	96	96	4,914	4,914
Plover	7	7	2	2	204	213	417	403	1,238	311	313	25,472	25,499
Sharon	5	5	5	5	222	206	428	428	618	134	134	7,842	7,842
Steven's Point	1	1	1	1	10	6	16	16	200	15	15	1,614	1,614

TABLE No. II.—Districts, Children and School Attendance—continued.

PORTAGE COUNTY—continued.

Towns.	Whole number of School Districts in the town.	Number of districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Whole number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Steven's Point, city..	1	1	1	1	471	520	991	991	370	735	...	1	736	81,056	...	...	81,056
Stockton	7	7	4	4	195	230	425	425	1,474	308	1	1	310	21,633	...	14	21,647
Totals.....	63	63	29	20	2,332	2,278	4,610	4,559	12,777	3,272	1	15	3,288	236,516	...	274	236,790

RACINE COUNTY.

Barlington	4	4	5	5	505	509	1,014	1,014	1,316	446	...	1	447	38,498	...	4	38,502
Caledonia	8	8	7	7	575	539	1,114	1,114	2,244	725	...	...	725	57,017	...	...	57,017
Dover	6	6	5	5	213	178	381	351	1,514	206	...	...	206	19,573	...	...	19,573
Fort Pleasant.....	10	10	9	9	438	401	839	839	1,887	484	4	6	494	44,079	10	928	44,317
Korway	3	3	3	3	197	181	378	378	1,934	214	...	2	216	10,616	...	76	10,692
Raymond.....	7	7	6	6	304	280	584	584	1,885	326	...	...	326	22,032	...	...	22,032
Raymond.....	3	3	3	3	165	145	310	310	1,787	234	...	...	234	23,604	...	...	23,604
Rochester	7	7	3	3	304	271	575	575	1,582	339	1	...	340	33,671	32	...	33,703
Waterford	7	7	3	3	304	271	575	575	1,582	339	1	...	340	33,671	32	...	33,703
Yorkville	8	8	6	6	283	263	546	546	2,245	496	1	1	438	32,036	11	76	33,023
Totals.....	56	56	47	47	2,984	2,767	5,751	5,711	14,394	3,410	6	10	3,426	282,016	53	384	282,453

Racine, city	56	56	47	47	1,928	2,187	4,063	4,063	200	2,399	.....	3	2,362	299,546	.....	315	299,861
Grand Total	56	56	47	47	4,910	4,904	9,814	9,774	14,594	5,709	6	13	5,728	581,562	53	699	582,814

RICHLAND COUNTY.

Akan	9	9	1	1	145	157	302	302	951	228	.....	.....	228	13,281	.....	.....	13,281
Bloom	6	6	4	4	288	228	516	516	960	396	.....	.....	396	19,440	.....	.....	19,440
Buena Vista	7	7	1	1	177	178	355	355	1,007	323	.....	.....	323	24,728	437	.....	25,155
Dayton	6	6	4	4	220	193	413	375	1,776	310	3	3	315	15,996	40	54	16,090
Eagle	8	8	1	1	244	260	504	504	1,078	396	.....	.....	396	18,163	.....	.....	18,163
Forest	9	9	4	4	192	156	348	348	1,046	343	1	2	345	14,917	15	86	15,018
Henrietta	5	5	4	4	183	195	378	378	616	272	.....	.....	272	17,090	.....	28	17,123
Ithaca	5	5	4	4	250	262	512	476	1,052	394	.....	.....	394	22,507	.....	11	22,518
Marshall	6	6	2	2	198	187	385	385	1,066	356	1	5	363	26,605	3	249	26,857
Orion	6	6	5	5	150	149	299	282	632	324	.....	.....	324	11,658	.....	47	11,705
Richland	5	5	5	5	306	320	626	626	1,528	549	7	27	583	39,728	169	2113	42,010
Richwood	8	8	2	2	325	295	620	620	1,198	484	1	2	487	23,420	101	89	23,610
Rockbridge	6	6	7	7	240	186	426	426	966	340	1	3	344	19,487	4	147	19,638
Sylvan	9	9	.....	.....	194	198	392	392	1,013	368	.....	.....	368	19,568	.....	113	19,681
Westford	5	5	2	2	200	179	379	379	813	287	.....	.....	287	9,902	.....	.....	9,902
Willow	5	5	4	4	174	161	335	335	869	232	7	2	241	12,774	66	118	12,958
Totals	105	103	47	47	3,486	3,304	6,790	6,737	15,621	5,501	21	61	5,583	309,268	398	3482	313,148

ROCK COUNTY—First District.

Avon	7	7	4	4	167	167	334	320	1,392	224	1	1	226	15,726	21	18	15,765
Center	2	2	12	12	214	202	416	116	2,242	332	.....	.....	330	16,907	21	7	16,935
Fulton	7	7	6	6	388	357	745	745	1,971	634	1	4	495	49,090	9	139	49,189
Janesville	7	7	4	4	194	183	347	347	1,614	240	1	1	243	14,964	31	48	15,043

TABLE No. II.—Districts, Children and School Attendance—continued.

Rock County—First District—continued.

Towns.	Whole number of School District.	Number of Districts which have reported.	Whole number of parts of Districts in the Town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number over 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Magnolia.....	6	6	5	5	210	199	409	409	1,591	283	..	2	275	20,063	...	111	20,174
Newark.....	8	8	1	1	205	219	424	424	1,253	361	1	4	366	22,824	5	164	22,993
Plymouth.....	5	5	8	8	275	252	257	257	1,931	367	1	3	387	16,346	50	...	16,397
Porter.....	4	4	9	9	243	213	456	456	1,882	331	4	4	332	23,424	...	117	23,541
Spring Valley.....	5	5	5	5	238	228	466	466	1,362	378	...	1	379	25,640	...	48	25,688
Union.....	10	10	2	2	369	369	738	738	1,945	628	2	10	640	52,210	29	493	52,703
Totals.....	61	61	56	56	2,503	2,359	4,862	4,862	4,848	17,183	7	31	3,672	257,194	166	1145	258,505
City of Janesville.....	...	...	...	...	1,674	1,860	3,534	3,534	168	1,674	...	...	1,674	148,681	...	...	148,681
Grand Total ...	61	61	56	56	4,177	4,219	8,396	8,392	17,351	5,452	7	31	5,346	495,875	166	1145	497,186

Rock County—Second District.

Beloit.....	6	6	4	4	143	121	264	264	1,826	157	...	...	187	10,743	...	...	10,743
Bradford.....	4	4	9	9	160	167	327	327	1,986	246	...	...	246	20,465	26	...	20,491
Clinton.....	4	4	8	8	352	320	662	653	1,786	808	...	2	810	24,168	...	25	24,193

Harmony	8	8	2	2	238	185	423	423	1,475	289	....	1	200	19,776	....	27	19,923
Johnstown	6	6	5	5	308	188	396	396	1,367	77	....	....	77	6,634	....	76	6,634
La Prairie	4	4	11	11	182	186	368	368	2,223	391	....	1	392	27,907	....	122	27,983
Lima	5	5	8	8	161	115	276	276	2,155	234	....	2	236	19,684	....	....	19,806
Milton	5	5	7	7	320	268	588	588	1,817	436	....	....	436	44,276	....	....	44,276
Rock	6	6	6	6	207	165	372	372	1,808	353	....	....	353	20,064	....	....	20,064
Turtle	6	6	5	5	240	190	430	430	1,705	427	....	....	427	26,843	....	....	26,843
Totals	54	54	65	65	2,191	1,905	4,096	4,096	17,648	2,918	3	6	2,924	220,570	26	250	220,846
City of Beloit .....	....	....	....	....	752	753	1,505	1,505	197	923	....	1	924	112,367	....	....	112,367
Grand total	54	54	65	65	2,943	2,658	5,601	5,601	17,845	3,841	3	7	3,848	332,937	26	250	333,213

ST. CROIX COUNTY.

(Report not received in season for insertion here.)

SAUK COUNTY.

Baraboo	4	4	7	7	630	545	1,175	1,175	1,648	1,052	....	12	1,064	89,630	....	165	89,795
Bear Creek	2	2	1	1	168	195	363	363	1,512	316	....	2	318	17,098	....	74	17,172
Dellona	4	4	5	5	117	115	232	232	1,104	216	....	....	216	10,149	....	....	10,149
Dellon	5	5	4	4	163	163	326	305	1,121	289	....	....	289	19,461	....	....	19,461
Excelsior	6	6	4	4	152	161	313	282	1,190	243	....	....	243	16,196	....	....	16,196
Fairfield	6	6	2	1	151	127	278	278	876	239	....	2	241	13,839	....	55	15,394
Franklin	5	5	5	5	181	185	366	246	1,082	227	....	....	227	9,233	....	....	9,233
Freedom	6	6	1	1	180	176	356	356	750	241	....	1	242	12,628	....	....	12,628
Greenfield	4	4	3	3	169	131	300	300	952	228	....	....	231	15,339	....	54	15,409
Honey Creek	6	6	4	4	267	240	507	507	1,388	329	....	3	332	22,316	....	70	22,386
Ironton	8	8	4	4	243	252	495	495	1,388	387	....	3	390	22,980	....	20	23,019
La Valle	7	6	5	5	150	124	274	354	1,435	238	....	1	239	16,318	....	39	16,318
Werrimack	4	4	4	4	148	147	295	295	1,148	272	....	....	272	14,479	....	....	14,479
Prairie du Sac	4	4	4	1	384	395	779	779	802	548	....	5	553	56,174	....	524	56,698
Reedsburg	6	6	3	3	300	315	615	615	1,160	392	....	....	392	30,857	....	....	30,857

TABLE No. II.—*Districts, Children and School Attendance—continued.*
SAUK COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.
Spring Green.....	5	5	1	1	225	244	469	469	824	322	...	...	322	23,015	...	...	23,015
Sumpter	4	4	4	4	144	148	292	292	1,087	211	...	...	213	15,031	...	...	15,031
Troy	6	6	5	5	211	207	418	418	1,366	300	2	2	302	18,466	...	...	18,544
Washington	8	8	2	2	206	171	377	377	1,241	290	1	3	294	13,683	6	145	13,834
Westfield	6	6	1	1	248	240	488	488	998	232	2	2	234	15,189	...	166	15,355
Winfield	6	6	3	3	172	135	307	307	1,114	255	...	...	255	10,916	...	...	10,916
Woodland	7	7	2	2	242	203	445	445	1,098	336	4	4	340	21,222	...	131	21,353
Totals	125	124	74	70	4,851	4,619	9,470	9,366	24,871	7,163	1	45	7,209	485,719	6	1,521	487,246

SHAWANO COUNTY.

Angelica	1	1	...	...	44	34	78	78	108	44	...	...	44	1,574	...	...	1,574
Bell Plain	7	7	...	...	107	113	220	220	420	127	1	1	128	5,546	...	...	5,546
Grant	1	1	1	1	45	56	101	101	200	...	...	...	...	...	...	...	...
Green Valley	1	1	...	...	13	14	27	27	100	...	...	...	13	262	...	...	262
Hartland	4	4	...	...	131	138	269	269	120	39	...	...	...	1,390	...	...	1,390

Herman	3	3	3	48	45	93	62	210	33	33	2,029	2,029
Lessor	1	1	1	9	20	29	29	100	19	19	1,236	1,236
Maple Grove	1	1	1	46	43	89	89	174	29	29	2,386	2,386
Pella	1	1	1	92	80	172	172	310	61	61	2,092	2,092
Richmond	1	1	1	41	30	71	71	144	31	31	1,810	1,810
Seneca	1	1	1	21	18	39	39	100	18	18	18,072	18,072
Shawano	1	1	1	36	28	64	64	240	42	42	830	830
Shawano, village	1	1	1	89	77	166	166	300	110	110	4,448	4,448
Washington	1	1	1	31	20	51	51	60	14	14	41,276	41,276
Waukechon	3	3	3	65	42	107	107	426	71	71	41,276	41,276
Totals	27	24	3	818	758	1,576	1,555	2,812	620	620	41,276	41,276

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SHEBOYGAN COUNTY.

Greenbush	7	7	7	431	390	821	821	1,817	612	2	614	45,093	136	45,139
Herman	7	7	7	452	483	935	935	1,066	387	2	387	28,883	62	28,883
Holland	12	12	12	1,151	1,151	1,151	1,151	2,339	812	2	814	66,002	151	66,064
Lima	6	6	6	459	443	900	900	1,984	604	3	604	41,794	43	41,794
Lyndon	8	8	8	314	301	615	615	2,454	401	1	494	47,301	8	47,452
Mitchell	5	5	5	274	237	511	511	1,235	434	2	437	24,845	8	24,896
Mosell	3	3	3	220	247	467	467	1,568	136	15	136	13,451	817	13,451
Plymouth	6	6	6	494	472	966	966	1,568	549	1	564	42,017	2	42,834
Rhine	7	7	7	401	431	832	832	1,106	337	1	338	14,648	9	14,650
Russell	2	2	2	155	131	286	286	419	116	5	116	9,273	16	9,273
Scott	8	8	8	321	283	604	604	1,300	389	1	395	19,384	25	19,647
Sheboygan	5	5	5	350	289	639	639	1,002	236	2	236	15,074	25	15,074
Sheboygan Falls	6	6	6	413	394	807	807	1,494	446	2	448	28,226	303	28,251
Sheboygan Falls, vil	6	6	6	250	298	548	548	220	303	414	303	25,814	30	25,814
Sherman	5	5	5	370	352	722	722	1,483	414	6	414	21,244	321	21,244
Wilson	5	5	5	261	266	527	527	1,076	315	28	321	11,110	81	11,140
Totals	93	93	48	5,769	5,562	11,331	11,209	21,089	6,611	28	6,651	463,009	1,456	463,606

(Doc. 5.)

TABLE No. II.—*Districts, Children and School Attendance*—continued.

SHEBOYGAN COUNTY—continued.

Towns.	Sheboygan city																	Grand Total ...	
	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days atten- dance of different pupils during the year.		
	93	93	48	48	1,174	1,226	2,400	2,400	195	1,071	12	28	1,071	158,548	81	1,456	158,548	622,154	

TREMPEALEAU COUNTY.

Albion	3	2	1	1	60	66	135	104	270	56	...	...	56	3,138	...	...	3,138	3,138
Arcadia	10	9	3	3	430	448	884	884	1,572	310	...	...	310	12,188	...	...	12,188	12,188
Burnside	4	4	...	...	181	144	325	325	527	89	...	...	89	9,415	...	...	9,415	9,415
Caledonia	2	2	2	2	108	87	195	195	574	173	...	...	174	10,717	...	18	10,735	10,735
Etrick	3	2	5	3	270	257	527	527	620	206	...	...	208	11,359	...	76	11,435	11,435
Gale	7	7	4	4	341	361	702	702	1,517	517	...	...	520	34,827	...	111	34,438	34,438
Hale	4	4	...	...	143	141	284	284	504	163	...	...	163	7,734	...	7	7,734	7,734
Lincoln	5	5	2	2	183	173	355	355	839	190	...	...	191	11,582	...	12	11,594	11,594
Preston	5	4	1	1	174	171	345	286	467	182	...	...	182	5,148	...	...	5,148	5,148
Sumner	6	6	1	1	140	125	265	265	882	236	1	2	239	14,786	14	41	14,831	14,831

Trempealeau	9	9	3	3	382	396	778	778	1,088	593	1	11	593	42,225	42,225
Totals	58	54	23	23	2,427	2,868	4,705	4,705	9,540	2,718	1	11	2,751	162,630	162,862

VERNON COUNTY.

Bergen	5	4	4	3	3	202	177	379	379	919	180	5	185	7,950	8,139
Christiana	4	4	4	2	2	311	359	670	670	440	341	4	345	14,370	13,449
Clinton	7	7	1	1	193	177	370	370	1,040	263	1	3	267	17,004	17,110
Coon	3	3	1	1	175	146	321	321	468	160	...	...	100	5,155	5,155
Forest	6	6	1	1	153	162	315	315	903	260	...	...	201	20,683	20,777
Franklin	9	9	...	...	261	212	473	473	1,132	330	1	4	335	19,121	19,163
Genoa	4	4	4	4	129	154	283	283	882	194	...	...	194	11,282	11,282
Greenwood	6	6	1	1	180	164	344	344	968	245	2	...	247	13,887	13,923
Hamburg	6	6	2	2	281	230	511	511	900	287	...	...	288	13,687	13,734
Harmony	5	5	2	2	222	191	413	413	850	226	...	3	229	14,622	14,744
Hillsborough	5	5	3	3	273	241	514	514	1,212	372	1	2	375	30,839	30,876
Jefferson	6	6	3	3	342	193	435	435	1,019	328	...	3	331	13,430	13,473
Kickapoo	7	7	...	...	227	242	469	469	865	350	...	1	351	15,854	15,879
Liberty	2	2	6	6	121	91	212	212	980	166	...	4	170	8,189	8,372
Stark	6	6	3	3	174	153	327	327	1,070	214	3	7	224	10,810	11,097
Sterling	7	7	4	4	240	217	457	457	1,491	350	...	...	350	16,805	16,805
Union	5	5	...	...	148	100	248	248	8,704	150	...	3	153	8,463	8,634
Viroqua	8	8	4	4	383	355	738	738	1,775	511	1	27	539	34,700	35,053
Webster	4	4	5	5	187	167	354	354	1,063	176	...	2	178	7,897	7,980
Wheatland	2	2	5	5	143	145	288	288	900	173	3	1	179	3,040	3,084
Whitestown	3	3	3	3	123	100	223	223	747	216	...	6	232	12,102	12,317
Totals	110	100	53	53	4,368	3,976	8,344	8,344	28,328	5,494	12	77	5,583	299,980	302,876

TABLE No. II.—*Districts, Children and School Attendance*—continued.

WALWORTH COUNTY.

TOWNS.	Whole number of School Districts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the Town	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of pupils under 4 years.	Number of day attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Bloomfield	6	6	3	3	108	169	367	367	1,291	149	.....	.....	149	8,111	.....	.....	8,111
Darien	5	5	7	7	258	233	491	489	1,086	384	.....	.....	387	25,754	.....	94	25,848
Delavan	6	6	4	4	415	417	832	832	1,405	644	.....	.....	920	70,122	.....	1180	71,302
East Troy	5	5	3	3	248	271	519	519	1,246	387	.....	.....	390	36,029	.....	161	36,190
Elkhorn	1	1	.....	.....	161	195	356	356	180	.....	.....	.....	.....	.....	.....	.....	.....
Geneva	4	4	6	6	479	439	918	918	1,555	627	.....	.....	633	19,411	.....	233	70,634
La Fayette	7	7	1	1	216	205	421	421	1,233	303	.....	.....	303	23,543	.....	.....	23,543
La Grange	4	4	6	6	267	258	525	513	1,508	370	.....	.....	380	33,708	.....	80	33,788
Linn	8	8	3	3	144	155	299	299	1,527	290	.....	.....	290	17,788	.....	.....	17,788
Lyons	7	7	3	3	244	205	449	449	1,855	351	.....	.....	354	24,396	7	87	24,400
Richmond	6	6	5	5	196	198	394	394	1,634	332	.....	.....	334	21,352	.....	100	21,452
Sharon	8	8	6	6	323	307	640	640	2,110	590	.....	.....	590	27,265	.....	.....	27,265
Spring Prairie	8	8	3	3	202	179	381	338	1,437	285	9	.....	288	25,670	9	79	25,758
Sugar Creek	5	5	4	4	196	174	370	370	979	284	.....	.....	286	24,173	.....	123	24,326
Troy	5	5	6	6	201	173	374	374	1,514	281	.....	.....	283	23,815	.....	76	23,891
Walworth	7	7	3	3	246	242	488	488	1,525	326	.....	.....	338	26,444	.....	19	26,463
Whitewater	6	6	7	7	668	770	1,438	1,423	1,599	792	.....	.....	792	79,056	.....	.....	79,056
Totals	98	98	69	69	4,672	4,590	9,262	9,190	23,861	6,414	2	166	6,717	746,634	16	2222	548,902

WASHINGTON COUNTY.

	7	7	4	4	4	427	447	874	874	2,298	295								
Addison	4	4	5	5	5	266	264	530	530	1,924	251	17,257	17,257	395	251	13,623	13,623	17,257	17,257
Barton	10	10	1	1	1	286	261	547	547	1,443	334	17,164	17,164	334	334	17,164	17,164	17,164	17,164
Erin	6	6	6	6	6	393	391	784	784	1,818	510	42,287	42,287	513	513	42,287	42,287	42,287	42,287
Farmington	9	9	2	2	2	414	367	781	781	1,476	374	21,059	21,059	377	377	21,059	21,059	21,059	21,059
German town	6	6	5	5	5	577	509	1,086	1,086	1,473	679	64,623	64,623	685	685	64,623	64,623	64,623	64,623
Hartford	9	9	3	3	3	421	397	818	818	1,455	239	18,196	18,196	241	241	18,196	18,196	18,196	18,196
Jackson	6	6	.....	.....	.....	290	271	561	561	1,842	229	13,932	13,932	229	229	13,932	13,932	13,932	13,932
Kewaskum	11	11	.....	.....	.....	408	359	767	767	1,881	376	26,338	26,338	376	376	26,338	26,338	26,338	26,338
Polk	7	7	4	4	4	372	342	714	714	1,180	386	15,097	15,097	386	386	15,097	15,097	15,097	15,097
Richfield	1	1	.....	.....	.....	76	63	139	139	180	76	6,003	6,003	76	76	6,003	6,003	6,003	6,003
Schleisigerville	3	3	10	10	10	424	438	862	862	404	404	38,566	38,566	494	494	38,566	38,566	38,566	38,566
Trenton	5	5	4	4	4	430	435	865	865	1,045	441	21,842	21,842	441	441	21,842	21,842	21,842	21,842
Wayne	5	5	4	4	4	232	223	455	455	1,232	209	782	782	209	209	782	782	782	782
West Bend	1	1	.....	.....	.....	265	271	536	536	1,200	363	46,720	46,720	383	383	46,720	46,720	46,720	46,720
Totals	90	90	48	48	48	5,281	5,038	10,319	10,319	18,855	5,276	364,108	364,108	5,290	5,290	364,108	364,108	364,108	364,108

WAUKESHA COUNTY.

	9	9	5	5	5	459	444	903	903	2,000	490								
Brookfield	8	8	2	2	2	299	247	546	546	1,703	483	34,733	34,733	492	492	34,733	34,733	34,733	34,733
Delahfield	5	5	3	3	3	224	224	468	468	1,609	319	36,055	36,055	487	487	36,055	36,055	36,055	36,055
Eagle	7	7	5	5	5	275	243	518	518	1,960	373	23,599	23,599	325	325	23,599	23,599	23,599	23,599
Genesee	7	7	4	4	4	266	263	529	529	1,296	318	34,674	34,674	373	373	34,674	34,674	34,674	34,674
Lisbon	9	9	2	2	2	467	494	961	961	1,769	576	18,833	18,833	318	318	18,833	18,833	18,833	18,833
Menomonee	7	7	5	5	5	285	290	575	575	1,414	447	40,618	40,618	570	570	40,618	40,618	40,618	40,618
Merton	7	7	2	2	2	251	275	526	526	1,347	419	34,134	34,134	447	447	34,134	34,134	34,134	34,134
Mukwanago	7	7	4	4	4	310	283	593	593	1,681	395	30,824	30,824	419	419	30,824	30,824	30,824	30,824
Muskego	8	8	6	6	6	367	334	701	701	1,115	371	26,062	26,062	398	398	26,062	26,062	26,062	26,062
New Berlin	6	6	8	8	8	313	256	563	563	2,061	303	25,520	25,520	373	373	25,520	25,520	25,520	25,520
Oconomowoc	6	6	8	8	8	313	256	563	563	2,061	303	25,305	25,305	314	314	25,305	25,305	25,305	25,305

TABLE No. II.—*Districts, Children and School Attendance*—continued.
WAUKESHA COUNTY—continued.

Towns.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 30 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attend- ance of different pupils during the year.
Oconomowoc, village	3	3	...	...	214	201	415	415	367	375	...	...	375	32,128	...	...	32,128
Ogawa.....	5	5	5	5	213	201	414	414	1,584	285	...	...	288	15,911	...	...	15,911
Pewaukee.....	9	9	3	3	386	381	767	767	1,901	537	5	1	543	45,892	290	60	46,251
Summit.....	6	6	4	4	244	216	460	460	1,608	268	...	...	268	24,276	...	...	24,276
Vernon.....	7	7	1	1	228	211	439	439	1,198	300	1	...	301	20,806	60	...	20,806
Waukesha.....	11	11	3	3	622	615	1,237	1,237	2,118	904	...	...	904	62,348	...	...	62,348
Totals.....	121	121	62	62	5,423	5,198	10,621	10,589	25,641	7,204	12	24	7,108	531,808	397	834	533,039

Bear Creek	4	4	...	...	101	110	212	212	203	124	...	...	124	389	...	...	389
Zalesonia	3	3	3	3	170	160	330	330	721	128	...	...	128	6,627	...	...	6,627
Dayton	3	3	6	6	181	144	325	325	1,259	274	...	...	274	20,522	...	...	20,522
Dupont	2	2	...	...	28	20	48	48	230	16	3	...	19	771	15	...	786
Farmington	7	7	3	3	176	144	320	320	1,376	207	...	1	208	14,048	...	30	14,078
Fremont.....	3	3	2	2	143	125	268	268	658	185	3	...	188	9,108	50	...	9,158

WAUPACA COUNTY.

Helvetia.....	2	1	1	1	34	68	220	35	...	...	25	2,567	...	...	2,567
Iola.....	5	5	1	1	188	335	680	198	...	3	201	10,609	...	133	10,742
Larrabee.....	4	4	1	1	114	225	577	147	3	...	151	7,727	...	13	7,814
Lebanon.....	5	5	...	...	128	263	700	220	...	1	221	14,193	...	100	14,293
Lind.....	5	5	4	4	208	387	960	252	...	4	256	12,040	...	220	12,260
Little Wolf.....	5	5	2	2	178	352	960	210	...	...	210	16,442	...	...	16,442
Matteson.....	2	2	1	...	63	126	250	25	...	8	33	1,728	...	72	1,800
Mukwa.....	4	4	3	3	187	361	795	198	...	...	108	12,828	...	...	12,828
New London, village	1	1	1	1	238	488	280	333	1	1	335	35,389	...	15	35,444
Royalton.....	5	4	3	3	166	326	960	145	...	...	145	16,188	...	...	16,188
St. Lawrence.....	2	2	2	2	156	311	484	232	...	1	232	1,441	...	...	1,441
Scandinavia.....	5	5	3	3	258	474	840	279	...	...	279	15,372	...	...	15,372
Union.....	1	1	2	2	64	128	375	68	...	1	69	5,244	...	43	5,287
Waupaca.....	2	2	6	6	381	821	1,148	615	...	5	620	50,891	...	250	51,141
Weyauwega.....	4	4	2	2	239	459	716	391	...	2	393	47,406	...	113	47,419
Totals	74	72	46	45	3,402	6,627	14,473	4,281	10	28	4,319	301,527	153	1014	308,191

WAUSHARA COUNTY.

Aurora.....	4	4	5	5	211	426	1,318	309	...	1	310	21,369	...	12	21,381
Bloomfield.....	7	7	...	...	305	579	880	279	2	3	284	9,397	...	...	9,430
Coloma.....	1	1	2	2	49	100	224	76	...	1	77	4,717	...	56	4,773
Dakota.....	2	2	6	6	102	172	985	88	...	...	88	4,564	...	...	4,564
Deerfield.....	2	2	3	3	31	66	637	66	...	...	66	4,443	...	...	4,443
Hancock.....	2	2	3	3	87	178	124	...	...	...	124	6,404	...	...	6,404
Leon.....	4	4	5	5	183	388	1,328	341	...	...	341	22,624	...	...	22,624
Marion.....	3	3	6	6	145	269	1,286	285	1	1	287	17,252	...	140	17,432
Mount Morris.....	2	2	6	6	145	270	1,069	162	...	...	162	10,842	...	...	10,842
Oasis.....	5	5	3	3	151	287	1,030	232	...	1	233	11,069	...	50	11,119
Opaufield.....	5	5	4	4	208	403	1,298	312	...	2	314	18,803	...	25	18,828
Polysippi.....	2	1	4	4	148	258	684	164	...	2	166	8,558	...	141	8,699
Poythford.....	3	3	3	3	69	142	808	103	...	2	105	5,770	...	63	5,833
Rice.....	3	3	3	3	89	198	631	97	...	2	99	6,087	...	46	6,133

TABLE No. II.—*Districts, Children and School Attendance—continued.*

WAUSHARA COUNTY—continued.

TOWNS.	Whole number of School Dis- tricts in the town.	Number of Districts which have reported.	Whole number of parts of Districts in the town.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts main- taining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pu- pils who have attended school during the year.	Total number of days attend- ance of different pupils during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Number of days attendance of pupils over 4 and under 20 years.
Saxville	4	4	3	3	159	131	290	290	979	162	2	1	165	8,911	37	60	9,008
Springwater	4	4	3	3	82	101	183	183	905	130	1	4	135	5,927	43	274	6,244
Warren	4	4	4	4	158	166	324	324	843	246	.....	.....	246	16,600	.....	.....	16,600
Wautoma	2	2	4	4	179	172	351	351	760	255	.....	2	257	25,140	.....	104	25,241
Totals	59	58	67	67	2,523	2,361	4,884	4,884	16,299	3,421	6	23	3,459	208,479	98	986	2,9,503

WINNEBAGO COUNTY.

Agona	4	4	2	2	152	155	307	307	894	200	.....	3	203	13,788	.....	135	13,923
Black Wolf	5	5	1	1	176	194	370	370	737	205	.....	.....	205	12,152	.....	.....	12,152
Clayton	10	10	2	2	201	255	546	546	1,842	405	3	5	413	27,203	24	138	27,303
Genasha	6	6	2	2	614	680	1,294	1,294	1,124	624	.....	.....	624	93,513	.....	.....	93,513
Genash	4	4	3	3	118	116	234	105	1,009	109	1	.....	110	6,339	4	.....	6,344
Genash, city	2	2	2	2	611	634	1,275	1,275	703	681	.....	6	687	72,250	.....	509	72,750
Rekimi	7	7	4	4	290	299	559	559	1,556	351	.....	1	352	23,352	.....	.....	23,352
Repenaskun	7	7	4	4	216	221	437	373	1,644	290	.....	.....	290	15,556	.....	.....	15,556

Omro	8	8	6	4	596	578	1,173	1,173	1,703	895	...	...	895	29,319	...	...	29,319
Oshkosh	3	2	2	2	74	84	158	158	615	...	...	...	...	...	...	...	...
Poygan	6	6	...	...	212	180	392	392	734	262	...	...	...	15,112	...	...	15,112
Rushford	9	9	4	4	402	419	821	821	2,036	619	...	...	...	59,630	...	...	59,630
Utica	7	7	4	4	176	168	344	344	1,831	285	...	...	...	21,912	...	41	21,953
Vinland	8	8	2	2	210	204	414	414	1,160	377	...	...	...	30,195	...	54	30,249
Winchester	4	4	5	5	248	229	477	477	533	238	...	...	...	13,604	...	49	13,653
Winneconne	6	6	1	1	376	353	729	729	1,068	513	...	...	...	48,740	...	06	48,899
Wolf River	6	6	3	3	204	172	376	376	902	252	...	...	...	15,771	...	...	15,771
Totals	102	101	51	46	4,995	4,911	9,906	9,803	17,701	6,276	7	34	6,317	501,440	92	1022	495,514
City of Oshkosh	1	...	...	...	2,271	2,370	4,641	4,641	2,900	2,938	...	...	2,938	...	...	...	...
Grand Total .....	...	...	...	...	7,266	7,281	14,547	14,444	17,901	9,214	7	34	9,255	501,440	92	1022	495,514

WOOD COUNTY.

Centralia	4	3	1	1	179	177	356	356	611	323	15	...	338	21,908	...	...	21,908
Grand Rapids	4	3	...	...	123	104	227	227	418	132	...	...	132	...	...	...	4,380
Grand Rapids, city ..	1	...	...	...	234	223	457	457	200	210	...	...	210	34,557	...	...	34,557
Lincoln	3	3	3	3	99	100	199	199	420	...	...	...	...	...	...	...	...
Manitowish	1	...	...	...	26	32	58	58	105	24	...	...	24	988	...	...	988
Manitowish	3	3	...	...	84	97	181	181	667	129	...	...	129	...	...	11	11,972
Manitowish	8	4	...	...	71	70	141	141	550	120	...	...	120	6,984	...	1	7,430
Manitowish	4	4	...	...	55	74	129	129	585	101	1	...	120	8,004	...	...	8,004
Manitowish	3	3	...	...	39	36	75	75	385	53	...	...	52	...	...	...	...
Totals	31	23	4	4	910	913	1,823	1,823	3,941	1,091	16	...	1,106	73,041	...	12	89,839

TABLE No. II.—Districts, Children and School Attendance—continued.

RECAPITULATION BY COUNTIES.

COUNTIES.	Whole number of School Districts in the county.	Number of Districts which have reported.	Whole number of parts of Districts in the county.	Number of parts of Districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in the county.	Number over 4 and under 20 years in Districts maintaining school 5 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Total number of days attendance during the year.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Number of days attendance of pupils over 4 and under 20 years.
Adams.	43	43	41	41	1,366	1,241	2,607	2,542	10,890	1,988	7	23	2,021	116,221	8	565	116,794
Barron.	20	20	1	1	312	256	568	385	2,245	327	2	1	50	19,208	55	11,403	11,403
Bayfield.	1	1	1	1	72	81	153	153	12,478	60	1	1	61	547,515	5	47,531	47,531
Brown.	80	79	8	6	5,739	5,735	11,534	11,414	9,428	3,060	5	13	3,078	215,744	7	385	216,086
Buffalo.	67	63	19	15	2,521	2,396	4,917	4,872	10,428	1,763	3	11	190	7,156	5	268	7,429
Burnett.	4	4	1	1	187	175	362	362	10,475	3,071	3	8	3,082	215,303	24	390	215,717
Calumet.	64	64	13	13	2,856	2,703	5,559	5,559	6,872	1,826	3	8	1,830	129,059	58	129	129,844
Chippewa.	51	49	4	2	1,542	1,396	2,938	2,938	5,810	840	1	1	1,147	63,144	42	63	63,186
Clark.	37	23	12	11	891	827	1,718	1,029	26,198	7,441	17	62	7,520	567,831	117	208	570,156
Columbia.	109	109	83	83	5,596	5,303	10,899	10,899	11,574	3,430	13	11	3,454	203,095	130	428	203,648
Crawford.	62	62	42	39	2,688	2,557	5,245	5,234	14,180	4,211	4	40	4,202	242,430	62	991	250,742
Dane, 1st dist.	99	98	52	51	3,494	3,228	6,722	6,722	22,128	8,381	9	55	8,445	325,882	40	2,312	328,334
Dane, 2d dist.	101	101	78	78	6,986	6,822	13,808	13,808	14,832	4,475	2	5	4,482	306,630	7	207	306,844
Dodge, 1st dist.	65	64	50	49	4,572	4,407	8,979	8,979	19,567	5,073	23	54	5,702	386,621	202	491	387,814
Dodge, 2d dist.	72	72	60	60	4,450	4,245	8,701	8,701	4,633	1,569	20	4	1,599	104,280	241	222	104,743
Doer.	37	37	2	2	1,244	1,215	2,459	2,459	4,180	234	1	1	234	82,773	1	1,065	82,773
Douglas.	2	2	1	1	160	175	341	341	9,741	3,010	1	28	3,039	168,774	1	170	170,439
Dunn.	75	74	13	13	2,210	2,122	4,341	4,336	6,104	2,839	3	24	2,866	230,001	110	236	236,953
Eau Claire.	38	38	12	12	2,036	1,983	4,019	4,019	6,104	2,839	3	24	2,866	230,001	110	236	236,953

Fond du Lac, 1st dist.	90	55	6,350	6,208	12,618	12,618	20,147	8,368	5	34	8,472	970,691	821,056	981,604
Fond du Lac, 2d dist.	78	33	3,441	3,118	6,559	6,559	11,832	3,922	12	10	4,004	289,548	29	207,100,847
Grant	258	86	8,065	7,586	15,651	15,544	34,868	10,822	13	67	10,902	668,021	287,2	658,671,266
Green	101	49	4,455	4,408	8,863	8,863	23,652	6,463	24	40	6,527	438,683	144,119	434,946
Green Lake	36	55	2,745	2,574	5,319	5,319	12,675	3,652	2	16	3,670	274,910	71	205,275,276
Iowa	105	104	5,224	5,128	10,352	10,352	13,515	4,952	7	24	4,976	326,944	132	521,327,597
Jackson	53	53	1,903	1,755	3,658	3,658	9,407	2,502	8	10	2,520	162,531	89	430,163,050
Jefferson	168	168	7,005	7,247	14,852	14,852	32,972	8,111	5	19	8,441	634,398	36	736,635,170
Juneau	70	69	2,823	2,691	5,514	5,514	13,390	4,240	10	64	4,314	289,662	112,127	290,901
Kenosha	61	61	2,623	2,607	5,218	5,218	11,404	2,606	11	30	2,652	264,224	821,1	885,266,430
Kewaunee	45	45	2,715	2,676	4,291	4,291	6,471	2,006	37	4	3,643	208,162	192	142,208,496
La Crosse	61	61	3,973	3,945	7,918	7,858	10,820	4,084	38	28	4,750	411,562	309,115	412,986
La Fayette	94	94	4,672	4,521	9,193	9,181	16,493	6,486	9	28	6,523	405,508	180,1	179,406,867
Manitowoc	88	88	7,888	7,728	15,616	15,564	14,432	7,508	20	15	7,551	582,961	166	680,553,807
Marathon	54	40	1,845	1,874	2,719	2,719	6,286	1,721	1	3	1,725	112,164	26	30,112,220
Marquette	41	41	1,728	1,636	3,364	3,348	9,536	2,117	1	14	2,165	136,719	...	824,137,542
Milwaukee, 1st dist.	27	27	2,037	1,977	4,116	4,116	6,917	1,977	...	1	1,978	156,902	...	27,156,929
Milwaukee, 2d dist.	31	31	16,115	16,714	32,829	32,829	5,574	12,985	5	...	12,990	1,353,480	333	1,353,822
Monroe	86	86	3,920	3,521	7,441	7,421	16,174	5,049	14	38	5,701	388,565	384,1	780,390,629
Oconto	27	27	1,729	1,497	3,226	3,226	4,209	2,243	2	5	2,248	176,325	12	143,176,480
Ontonagon	78	78	4,040	4,355	8,395	8,395	18,384	5,360	4	...	5,364	377,559	146	377,705
Ozaukee	49	49	3,791	3,628	7,419	7,419	9,290	3,560	25	...	3,469	237,204	670	237,884
Pepin	26	26	1,020	988	2,017	2,017	4,724	1,492	...	12	1,492	89,917	...	433,894,919
Pierce	74	73	2,617	2,490	5,037	4,916	9,644	3,272	1	15	2,782	180,360	67	884,181,311
Polk	43	43	1,082	992	2,014	1,921	5,001	1,301	6	4	1,311	71,550	18	65,71,633
Portage	63	63	2,332	2,278	4,610	4,559	12,777	3,272	1	15	3,288	286,516	...	274,286,799
Racine	56	56	4,910	4,904	9,814	9,774	14,594	5,709	6	13	5,728	581,562	53	689,582,314
Richland	105	103	3,486	3,304	6,790	6,737	15,621	5,501	21	61	5,583	309,268	398,3	432,313,148
Rock, 1st dist.	61	61	4,177	4,219	8,396	8,392	17,351	5,452	7	31	5,348	455,875	160,1	145,407,186
Rock, 2d dist.	54	54	2,943	2,858	5,801	5,801	17,845	5,841	3	7	5,848	332,037	26	250,333,213
St. Croix	73	73	2,215	1,879	4,094	4,094	11,901	2,867	12	51	3,465	163,371	702	845,164,418
St. Paul	125	124	4,857	4,619	9,476	9,366	24,871	7,163	1	45	7,209	485,719	61,621	487,246
Shawano	27	24	818	754	1,576	1,576	2,812	243	33	2	620	41,276	...	41,276
Sheboygan	93	93	0,943	0,788	13,731	13,669	21,284	7,682	12	23	7,723	620,617	81,1	456,622,154

TABLE No. II.—Districts, Children and School Attendance—continued.

RECAPITULATION BY COUNTIES—continued.

Towns.	Whole number of School Districts in the town.	Number of districts which have reported.	Whole number of parts of districts in the town.	Number of parts of districts which have reported.	Number of Male children over 4 and under 20 years of age.	Number of Female children over 4 and under 20 years of age.	Whole number over 4 and under 20 years of age in town.	Number over 4 and under 20 years in Districts maintaining school 3 or more months.	Number of days school has been taught by qualified teachers during the year.	Number over 4 and under 20 years who have attended school.	Number under 4 years who have attended school.	Number over 20 years who have attended school.	Total number of different pupils who have attended school during the year.	Number of days attendance of pupils over 4 and under 20 years.	Number of days attendance of pupils under 4 years.	Number of days attendance of pupils over 20 years.	Total number of days attendance of different pupils during the year.
Templeton	58	54	22	22	2,427	2,368	4,795	4,705	9,540	2,713	1	11	2,731	162,630	14	269	162,882
Vernon	110	109	53	53	4,368	3,976	8,344	8,344	28,328	5,494	12	77	5,583	299,980	199	2697	302,876
Walworth	98	98	69	69	4,672	4,590	9,262	9,190	23,864	6,414	2	166	6,717	746,634	16	2222	548,902
Washington	90	90	48	48	5,281	5,038	10,319	10,319	18,855	5,276	7	7	5,270	364,108	109	357	364,594
Waukesha	121	121	62	62	5,423	5,198	10,621	10,589	25,641	7,168	12	24	7,204	531,808	397	834	533,039
Waupaca	74	73	46	45	3,402	3,225	6,627	6,567	14,473	4,281	10	28	4,319	301,527	153	1014	308,191
Waushara	59	58	67	67	2,523	2,361	4,884	4,884	16,299	3,431	6	22	3,459	208,479	98	986	209,593
Winnebago	102	101	51	46	7,365	7,182	14,547	14,444	17,701	6,276	7	34	6,317	501,440	92	1022	495,514
Wood	31	23	4	4	910	913	1,823	.....	3,941	1,091	16	...	1,106	73,041	...	12	89,839
Totals	4275	4218	2093	2059	222,590	213,411	436,001	432,959	787,537	201,708	575	1439	263,477	19,842,009	7929	46707	19711939

TABLE No. III.

SCHOOLS, TEACHERS, WAGES, LIBRARIES, ETC.

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.			
	Number of Schools with two Departments.	Number of School Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of different visits made.	Number of addresses or lectures delivered by him.	Number of volume added during year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.	
Adams	2	...	65	110	\$37 74	\$21 18	64	131	...	...	...	...	...
Barron .....	...	...	20	29	32 51	30 97	20	72	...	...	...	...	...
Bayfield .....	...	...	1	1	60 00	...	1	...	...	...	...	...	...
Brown	2	1	74	103	42 42	28 13	77	231	243	...	...	...	...
Buffalo	2	1	77	100	43 71	30 19	73	125	...	...	\$2 50	202	173 00
Burnett .....	...	...	4	2	45 06	35 00	4	6	...	...	...	...	...
Calumet	3	...	08	101	47 44	25 76	61	105	...	...	...	...	...
Chippewa	1	...	38	72	51 19	35 30	49	83	35	...	...	389	575 00
Clark	1	...	40	73	34 17	31 30	4	1	1	19	25 40	216	250 40	
Columbia	6	3	103	284	44 64	23 86	149	309	306	46	28 98	442	479 50	
Crawford	4	1	79	129	38 35	25 50	62	89	80	...	...	...	...
Dane, 1st district	1	2	110	187	41 95	26 28	104	14	...	3	8 25	337	236 00	
Dane, 2d district	1	3	153	238	43 50	29 00	134	269	4	101	107 07	747	895 65	
Dodge, 1st district	4	2	110	184	39 07	22 77	100	142	107	5	5 75	625	795 00	
Dodge, 2d district	3	3	92	155	46 60	25 27	87	96	91	...	...	960	1,132 57
Poor	1	...	37	55	39 18	31 99	37	94	58	...	...	...	...

TABLE III—*School Teachers, Wages, etc.—continued.*

COUNTIES.	SCHOOLS, TEACHERS, WAGES, ETC.										LIBRARIES.		
	Number of Schools with two Departments.	Number of Schools with three or more Departments.	Number of Teachers required to teach the Schools.	Number of different persons employed as teachers during the year.	Average wages of Male Teachers per month.	Average wages of Female Teachers per month.	Number of Schools visited by County Superintendent during the year.	Number of different visits made.	Number of Addresses or Lectures delivered by him.	Number of volumes added during the year.	Amount expended for books during the year.	Whole number of volumes in District Library.	Cash value of the Library.
Douglas.....	1	1	6	8	112 50	35 00	2	18	7	...	...	...	...
Dunn.....	1	1	79	155	38 80	30 30	70	122	7	...	...	107	301 00
Eau Claire.....	...	4	60	105	59 31	32 43	58	107	117	85	100 00	107	301 00
Fond du Lac, 1st dist.	10	4	104	179	44 23	28 75	94	139	...	10	19 00	300	347 00
Fond du Lac, 2d dist.	3	...	71	121	41 67	24 00	79	2	...	...	...	103	216 50
Grant.....	6	7	247	373	42 97	37 97	101	137	12	20	1	438	233 50
Green.....	6	2	150	241	33 10	24 44	140	132	...	6	16 00	216	172 00
Green Lake.....	6	...	74	126	88 23	23 17	70	143	19	...	...	66	70 00
Iowa.....	9	1	115	169	38 00	22 00	79	81	...	...	...	25	23 00
Jackson.....	4	1	72	120	42 12	28 58	...	...	...	...	6 00	550	631 00
Jefferson.....	10	5	153	228	41 08	23 92	123	131	...	1	...	279	318 00
Juneau.....	1	3	100	163	48 61	24 70	92	168	16	11	10 00	676	522 00
Kenosha.....	1	...	61	103	39 96	30 46	61	133	...	...	...	9	1 50
Kewaunee.....	...	2	53	63	39 02	26 62	41	...	...	9	...	33	36 00
La Crosse.....	3	1	71	107	38 00	31 00	64	118	6	56	...	308	197 50
La Fayette.....	4	2	137	228	30 25	23 14	115	181	3	21	25 00	780	1,233 00
Manitowoc.....	1	4	127	158	48 49	31 50	97	124	27	111	113 28	180	193 22
Marathon.....	...	1	56	74	51 00	36 91	56	37	...	4	5 00	134	62 00
Marquette.....	3	...	59	91	28 40	20 50	35	94	...	...	...	904	811 20
Milwaukee, 1st dist.	1	1	41	54	48 76	28 30	35	...	...	...	...	101	69 00
Milwaukee, 2d dist.	3	...	37	53	47 21	32 64	32	90	...	...	...	...	...

TABLE No. IV.

SCHOOL HOUSES, SITES, APPARATUS, ETC.

County.	No. of school houses in the county.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. furnished with sufficient black board.	No. of joint districts (with school houses in a certain town.)
Adams	64	2,565	53	3	...	42	34	29	13	9	46	20
Barron	18	600	1	1	1	1	10	...	20	1	1	1
Bayfield	1	100	1	1	1	1	1	1	1	1	1	1
Brown	77	5,922	42	25	10	58	49	55	16	23	28	10
Buffalo	71	3,741	41	13	3	58	42	48	16	12	63	11
Burnett	3	310	2	2	...	3	3	3	...	2	3	...
Calumet	64	3,707	53	20	2	51	45	32	9	14	7	10
Chippewa	51	2,588	43	34	...	40	30	46	19	19	27	2
Clark	38	1,481	32	10	...	36	24	29	9	6	36	5
Columbia	150	8,509	114	44	27	106	95	97	65	58	25	40
Crawford	75	4,026	48	19	5	46	23	44	46	19	23	16
Dane, 1st district	104	5,386	73	54	27	72	67	61	19	39	1	41
Dane, 2d district	137	7,494	94	45	33	100	85	73	26	44	...	37
Dodge 1st district	101	6,087	86	23	12	76	62	69	24	17	...	30
Dodge, 2d district	89	5,885	80	20	16	69	57	71	15	23	2	28
Door	38	1,799	19	6	...	27	16	30	12	9	12	1
Douglas	3	296	2	1	...	3	3	3	3	1	3	...
Dunn	76	3,475	47	10	...	48	24	8	8	9	6	10
Eau Claire	45	3,442	38	13	2	36	28	3	12	12	13	6

Fond du Lac, 1st dist.....	92	5,708	82	51	8	69	65	68	36	42	23	51
Fond du Lac, 2d dist.....	78	5,005	71	18	10	60	53	70	15	41	64	24
Grant.....	216	13,644	123	59	42	166	96	155	39	36	.....	44
Green.....	133	8,327	88	38	30	90	63	72	30	28	20	29
Green Lake.....	68	3,234	55	19	7	48	23	31	7	11	28	30
Iowa.....	121	6,369	85	13	13	79	44	66	19	17	19	17
Jackson.....	63	2,990	35	12	1	45	33	38	20	12	.....	11
Jefferson.....	129	8,313	110	35	64	95	82	82	27	27	41	40
Juneau.....	87	4,156	67	16	.....	58	43	72	36	18	10	19
Kenosha.....	60	2,764	47	26	3	39	38	44	10	24	39	13
Kewaunee.....	47	3,895	36	77	.....	40	26	44	6	.....	5	15
La Crosse.....	68	3,506	40	21	8	40	37	35	19	24	10	12
La Fayette.....	120	7,489	76	45	22	85	59	94	31	32	26	.....
Manitowoc.....	107	10,244	85	29	6	90	74	69	15	51	11	20
Marathon.....	54	2,420	34	16	.....	44	21	29	12	41	20	4
Marquette.....	56	2,851	44	8	.....	40	28	39	13	10	1	15
Milwaukee, 1st dist.....	35	2,850	34	19	9	31	27	26	26	23	14	7
Milwaukee, 2d dist.....	80	2,264	30	17	7	27	26	32	11	26	6	2
Monroe.....	119	5,985	93	30	1	80	57	42	20	23	6	27
Oconto.....	28	1,410	20	7	.....	25	23	15	6	11	13	.....
Outagamie.....	89	4,845	78	40	.....	72	73	50	43	31	41	12
Ozaukee.....	58	4,933	54	31	32	50	40	44	10	28	30	20
Pepin.....	31	1,590	20	3	4	25	13	26	8	3	8	5
Pierce.....	91	4,477	67	14	2	58	37	41	11	18	3	19
Polk.....	45	1,715	16	9	.....	33	21	27	6	8	4	4
Portage.....	81	4,140	65	16	.....	57	54	48	10	17	6	16
Racine.....	76	4,121	71	36	19	55	50	39	14	30	15	20
Richland.....	122	6,361	108	23	1	73	54	80	38	13	36	22
Rock, 1st dist.....	83	4,805	60	29	37	66	57	64	32	17	73	24
Rock, 2d dist.....	84	3,636	61	39	14	64	61	49	33	38	43	30
St. Croix.....	78	3,801	48	28	1	39	51	55	14	25	3	17
Sauk.....	160	8,260	121	34	13	39	87	111	42	50	23	55
Shawano.....	29	1,197	16	.....	.....	10	5	18	6	3	17	2
Sheboygan.....	114	8,182	106	31	6	78	86	75	35	47	9	21
Trempealeau.....	72	3,495	31	16	2	57	44	54	11	14	8	13
Vernon.....	134	6,754	109	43	2	91	59	92	66	30	61	29

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TABLE No. IV.—*School Houses, Sites, Apparatus, etc.*—continued.

COUNTIES.	No. of school houses in the county.	No. of pupils school houses will accommodate.	No. of sites containing less than one acre.	No. of sites well enclosed.	No. of school houses built of stone or brick.	No. of school houses in good condition.	No. with out-houses in good condition.	No. of school houses properly ventilated.	No. of districts which have adopted text books.	No. furnished with outline maps.	No. furnished with sufficient black board.	No. of joint districts (with school houses in a certain town.)
Walworth.....	130	8,018	105	60	26	189	818	94	45	46	.....	316
Washington.....	103	8,315	95	22	36	78	75	78	32	21	77	31
Waukesha.....	121	8,285	95	43	37	37	89	88	91	38	.....	47
Waupaca.....	98	5,214	80	30	3	66	59	68	26	53	.....	22
Waushara.....	84	3,806	54	14	1	52	53	61	38	35	.....	37
Winnebago.....	110	7,615	96	53	18	81	67	64	33	46	34	35
Wood.....	26	1,359	24	10	.....	19	16	12	4	5	5	3
Totals.....	4,835	286,821	3,693	1,523	633	3,517	2,863	3,182	1,323	1,451	1,156	1,168

TABLE No. V.

SCHOOL HOUSE PROPERTY.

COUNTIES.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of ap- paratus, etc.
Adams	\$1,050	\$16,810	\$1,002	\$49,950
Barron	850	4,950		
Bayfield	8,000			
Brown	8,300	41,075	2,010	1,854
Buffalo	6,600	85,955	2,492	1,885
Burnett		2,800	80	10
Calumet	6,000	20,320	8,133	793
Chippewa	6,000	25,440	6,266	1,562
Clark	2,200	12,210	1,190	254
Columbia	17,000	92,599	9,325	2,867
Crawford	2,600	25,600	2,525	619
Dane, 1st dist	6,000	57,775	4,518	1,597
Dane, 2d dist	4,300	75,765	5,406	2,691
Dodge, 1st dist	6,000	44,287	5,937	1,559
Dodge, 2d dist	12,000	65,045	7,650	1,518
Door	4,500	12,555	2,685	91,177
Douglas	7,000	11,500	8,300	80
Dunn	14,000	36,287	3,590	606
Eau Claire	22,000	57,222	9,622	999
Fond du Lac, 1st district ..	2,050	57,929	7,592	1,235
Fond du Lac, 2d district ..	2,730	36,555	3,530	1,488
Grant	7,650	168,670	14,360	8,340
Green	2,500	96,295	8,875	1,440
Green Lake	3,256	26,506	2,207	340
Iowa	3,000	44,543	5,153	1,503
Jackson	3,500	50,180	6,489	457
Jefferson	9,000	139,438	10,681	3,189
Juneau	8,000	32,538	3,746	918
Kenosha	2,550	26,734	6,499	1,207
Kewaunee	1,000	16,335	1,602	981
La Crosse	4,500	28,890	3,120	684
La Fayette	26,000	91,920	8,106	8,827
Manitowoc	40,000	95,490	16,063	8,541
Marathon	7,000	26,873	2,324	1,768
Marquette	2,600	18,529	1,051	584
Milwaukee, 1st dist	14,175	36,900	5,335	3,599
Milwaukee, 2d dist	7,500	25,075	2,405	1,617
Monroe	30,000	57,080	5,182	1,143
Oconto	13,365	21,410	3,385	569
Outagamie	1,175	33,980	3,619	1,321
Ozaukee	9,650	38,910	6,802	2,427
Pepin	3,000	14,834	1,262	453
Pierce	3,900	30,694	3,073	1,223

TABLE No. V.—*School-House Property*—continued.

COUNTIES.	Highest valuation of the school house and site.	Cash value of school houses in the town.	Cash value of sites.	Cash value of ap- paratus, etc.
Polk.....	2,750	16,590	1,254	323
Portage	3,800	34,037	4,300	753
Racine	3,650	45,440	4,671	1,262
Richland	4,500	37,236	3,315	1,052
Rock, 1st dist.....	16,300	66,106	3,694	1,123
Rock, 2d dist.....	10,000	50,900	4,985	1,268
St. Croix.....	1,750	33,105	1,385	444
Sauk	34,000	94,875	10,499	2,507
Shawano	3,100	7,370	1,574	215
Sheboygan....	10,000	62,334	4,223	3,133
Trempealeau.....	6,050	29,748	2,061	446
Vernon	8,000	46,235	2,995	830
Walworth.....	20,500	129,750	12,980	3,107
Washington.....	7,000	79,605	6,611	2,779
Waukesha	15,000	94,375	10,932	3,342
Waupaca	8,000	46,910	4,860	2,067
Waushara.....	2,200	23,549	2,232	1,053
Winnebago	8,400	82,260	11,176	2,339
Wood	4,500	10,155	1,140	363
Totals	40,000	2,847,582	297,188	181,326

TABLE No. VI.

PRIVATE SCHOOLS, NOT INCORPORATED.

COUNTIES.	Number of such schools in the town.	Number which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils registered who have not attended district school during year.	Average number in daily attendance.
Adams						
Barron						
Bayfield						
Brown	6	6	13	980	860	880
Buffalo	2	2	4	400	125	110
Burnett						
Calumet	4	4	5	666	112	99
Chippewa						
Clark						
Columbia	3	3	1	84	1	48
Crawford	6	4	14	220	320	300
Dane, 1st dist	11	11	12	411	21	198
Dand, 2d dist	12	10	12	588	185	66
Dodge, 1st dist						
Dodge, 2d dist	28	27	31	580	913	102
Door						
Douglas						
Dunn						
Eau Claire	3	3	6	352	11	25
Fond du Lac, 1st dist	6	5	7			
Fond du Lac, 2d dist	16	16	26	1,153	40	447
Grant	7	5	20	266	185	110
Green	4	2	5	144	40	31
Green Lake						
Iowa	4	2	6	148	20	116
Jackson	4	2	4	247	27	29
Jefferson	16	15	16	1,110	564	400
Juneau						
Kenosha	3	3	4	200	53	
Kewaunee	2	2	3	185	249	210
La Crosse	6	5	5	166	41	76
La Fayette						
Manitowoc	16	14	20	176	399	53
Marathon	2	2	3	60	18	36
Marquette	5	2	2	66	64	25
Milwaukee, 1st dist	15	15	25	137	300	84
Milwaukee, 2d dist	7	6	7	182	165	110
Monroe	1		1			
Oconto	2	1	3	190	90	70
Outagamie	2	2	2			
Ozaukee	16	15	17	985	568	460
Pepin						
Pierce	2		4			
Polk						

TABLE No. VI.—*Private Schools, etc.*—continued.

COUNTIES.	Number of such schools in the town.	Number which are denominational or parochial.	No. of teachers engaged in such schools.	Average number of days such schools have been taught.	No. of pupils registered who have not attended district school during year.	Average number in daily attendance.
Portage						
Racine	9	6	11	591	425	273
Richland	1		1	66	10	25
Rock, 1st dist.	4	2	4	25	15	11
Rock, 2d dist.	1		1	140	6	20
St. Croix						
Sauk	6	4	4			
Shawano						
Sheboygan	12	10	10	1,176	200	132
Trempealeau						
Vernon	2	2	2	229	104	
Walworth	5	3	4	80	92	75
Washington	9	2	20	161	251	31
Waukesha	16	14	17	196	644	54
Waupaca	11	5	18		58	
Waushara	3	2	3	200	72	30
Winnebago	3	2	3	82	43	50
Wood	3					
Totals and averages.	296	206	309	12,671	6,396	70

TABLE No. VII.

FINANCIAL STATISTICS.
RECEIPTS.

COUNTIES.	Money on hand, August 31, 1873.	From taxes levied for building and repairing.	From taxes levied for Teachers wages.	From taxes levied for apparatus and library.	From taxes levied at annual town meeting.	From taxes levied by County super- visors.	From Income of State School Fund.	From all other sources.	Total amount re- ceived during re- year.
Adams	\$2,499 29	\$949 97	\$6,690 40	\$19 50	\$139 89	\$916 55	\$991 27	\$1,143 94	\$13,345 31
Barron	1,903 07						135 44		
Bayfield							4,468 47	1,031 30	30,506 36
Brown	6,670 05	1,929 00	10,548 43	196 28	5,736 03	2,526 04	1,495 40	4,340 82	33,406 74
Buffalo	7,768 15	3,182 58	14,933 30	236 03	435 00	1,863 47	1,23 48	262 71	1,640 26
Burnett		103 94	950 00		100 13	1,00 00	2,260 85	1,419 57	23,034 47
Calumet	2,855 24	2,005 34	12,836 02	59 29		1,948 16	812 65	1,912 53	34,831 72
Chippewa	12,011 87	2,868 52	7,592 05	130 11	8,610 77	717 68	428 77	1,391 48	25,078 28
Clark	7,895 86	3,296 35	6,794 41	310 00	2,002 54	2,400 04	8,354 89	8,177 04	55,201 86
Columbia	6,351 22	3,531 35	28,402 53	90 82	1,972 22	3,321 79	2,046 76	1,022 08	25,607 95
Crawford	5,469 88	1,637 42	13,199 41	28 75	596 06	1,607 59	2,597 68	3,775 17	32,202 14
Dane, 1st district	4,076 18	3,201 59	15,340 97	94 60	503 70	2,435 70	4,318 09	4,181 64	46,716 42
Dane, 2d district	4,951 85	4,160 87	22,217 78	222 85	3,236 14	3,539 43	2,996 77	830 82	35,215 53
Dodge 1st district	4,695 77	3,549 48	19,231 81	188 21	1,121 20	2,581 47	3,615 91	934 78	36,978 57
Dodge 2d district	3,473 43	4,989 83	16,977 80	148 80	1,287 06	2,985 65	955 76	2,245 88	16,532 02
Dor	3,082 02	2,698 59	8,131 48	50 00	1,140 00	597 86	145 14		8,653 10
Douglas	1,771 03	2,765 93	6,500 00	500 00					8,057 71
Dunn	4,557 12	6,674 26	13,752 08	1,497 30	681 00	1,303 62	1,388 39	603 94	44,211 67
Van Claire	8,217 14	13,370 62	19,762 45	120 72	10 00	1,080 93	1,893 28	3,769 81	

TABLE No. VII.—Financial Statistics—Receipts—continued.

COUNTIES.	Money on hand, August 31, 1878.	From taxes levied for building and repairing.	From taxes levied for Teachers' wages.	From taxes levied for salaries and library.	From taxes levied at annual town meeting.	From taxes levied by County Superintendents.	From Income of State School Fund.	From all other sources.	Total amount received during year.
Fond du Lac, 1st dis.	\$4,380 54	\$2,622 20	\$21,486 14	\$346 00	\$520 53	\$1,663 98	3,615 26	2,404 03	38,533 03
Fond du Lac, 2d dis.	2,965 90	1,767 03	11,102 85	58 32	149 56	2,477 75	2,802 24	795 11	22,320 29
Grant	13,475 99	4,872 46	46,193 00	229 10	6,285 87	5,569 13	6,236 07	2,333 99	85,195 61
Green	4,816 56	2,546 11	27,637 78	165 00	756 92	3,372 26	3,694 24	4,473 11	47,461 92
Green Lake.....	3,516 08	2,027 38	9,694 65	10 00	293 84	1,399 46	1,322 28	1,686 29	19,949 98
Iowa.....	3,241 27	1,208 07	12,023 71	202 64	3,307 36	149 13	3,086 19	913 44	24,414 24
Jackson	4,645 65	2,196 13	15,912 12	23 75	1,985 86	886 85	1,886 04	3,873 72	30,910 12
Jefferson	5,592 87	5,285 66	27,344 91	80 36	483 27	3,682 29	4,449 15	6,190 96	53,676 79
Juneau	4,164 08	1,494 35	17,089 07	38 50	693 95	2,170 79	2,204 68	1,367 46	29,232 88
Kenosha	1,982 78	1,527 57	11,430 52	10 00	.....	4,682 10	1,343 35	822 07	19,903 01
Kewaunee	2,612 77	2,741 20	6,896 20	147 25	1,350 87	1,376 97	1,689 38	4,489 42	22,206 45
Keweenaw.....	4,202 45	1,164 52	13,801 80	.....	869 96	1,376 41	1,613 83	1,414 49	23,943 46
La Crosse.....	6,299 38	7,256 22	26,785 20	25 00	1,995 78	3,532 71	3,924 05	6,489 56	56,307 85
La Fayette.....	31,415 74	19,138 92	23,007 46	178 00	1,848 77	11,563 21	6,511 35	6,159 44	98,912 45
Manitowoc	20,098 11	5,818 02	8,547 20	270 93	2,140 55	2,538 75	729 88	11,127 81	48,266 74
Marathon.....	1,353 39	1,055 69	7,768 26	98 72	48 95	1,148 06	1,361 90	465 49	13,211 27
Marquette	3,368 40	13,516 94	5,264 69	.....	989 11	3,798 50	1,675 57	1,915 09	30,478 30
Milwaukee, 1st dis.	2,368 46	2,120 12	6,904 98	.....	.....	2,887 27	1,484 71	2,069 81	17,722 38
Milwaukee, 2d dis.	7,314 58	3,535 61	22,651 81	387 50	277 22	2,305 86	2,689 39	3,910 96	43,082 93
Monroe	2,808 54	6,083 23	5,506 00	55 00	1,470 03	446 73	478 83	3,971 60	20,807 90
Oconto	6,166 40	4,931 35	14,023 38	34 66	1,060 50	3,167 40	2,598 31	1,481 98	34,098 02
Ottawamie	8,735 54	1,820 45	11,675 47	89 93	2,047 94	2,860 13	8,067 40	908 03	26,039 08
Ozaukee	2,411 75	2,399 14	4,720 54	84 00	623 20	2,444 52	6,687 67	768 69	12,650 92
Pepin	3,979 74	3,225 94	15,063 82	261 65	623 00	756 69	643 87	1,543 96	28,046 16
Pierce	8,959 43	2,692 81	7,280 44	29 06	989 51	446 41	404 57	1,425 04	17,237 86

Portage	5,425 92	2,064 48	15,446 84	187 61	1,456 09	1,191 11	1,694 78	1,681 61	20,167 89
Racine	3,701 68	2,255 63	17,488 43	47 90	.....	2,127 10	2,256 93	842 53	29,059 93
Richland	8,103 94	4,204 31	13,573 65	108 00	584 12	3,135 92	2,424 96	1,614 69	33,855 98
Rock, 1st dist.	5,257 70	3,211 64	14,092 34	273 00	834 36	2,821 72	1,939 64	6,906 92	35,247 32
Rock, 2d dist.	6,238 02	4,998 43	15,083 83	158 00	1,952 83	3,320 01	1,481 20	4,569 00	34,340 74
St Croix	4,810 99	1,197 32	10,770 94	.....	2,725 48	3,349 04	581 02	2,194 88	19,481 89
Sauk	7,104 20	5,084 22	32,045 84	337 44	1,485 05	3,482 19	8,732 49	1,945 96	55,221 89
Shawano	1,890 12	1,571 75	1,913 02	15 01	1,168 73	596 41	553 90	58 83	7,047 34
Sheboygan	6,191 66	2,966 72	19,677 97	70 69	2,024 43	4,303 33	4,487 81	2,620 02	43,462 96
Trempealeau	3,487 95	2,476 00	10,478 77	38 73	634 85	1,112 86	1,719 70	2,699 14	24,928 71
Vernon	6,188 66	3,476 69	18,064 78	468 53	645 93	3,113 06	3,140 70	1,615 83	36,812 27
Walworth	9,879 69	11,534 03	39,345 89	542 50	622 76	3,991 48	3,913 29	4,642 63	74,716 18
Washington	3,876 00	5,041 53	13,719 42	25 00	2,506 64	5,229 39	4,276 86	4,201 60	39,014 99
Waukesha	5,860 61	5,292 87	31,848 69	151 19	400 00	3,890 57	4,524 04	2,191 67	52,405 25
Waupaca	6,517 61	2,803 08	16,854 06	122 00	284 42	2,298 85	2,070 92	2,901 01	33,553 87
Waushara	8,892 86	1,531 01	11,848 34	10 00	113 66	2,301 50	1,658 14	1,143 21	21,493 23
Winnebago	8,635 77	4,815 49	27,763 68	485 25	552 14	3,948 75	8,772 44	5,799 25	54,417 11
Wood	756 37	818 53	3,921 61	26 00	1,148 23	382 65	445 95	1,042 15	10,580 65
Totals	\$835,689 97	\$227,304 48	\$914,395 22	\$9,780 45	\$87,100 00	\$142,221 98	\$137,002 17	\$159,189 92	\$1,996,985 12

TABLE No. VIII.

FINANCIAL STATISTICS. DISBURSEMENTS.

COUNTIES.	For building and re- pairing.	For apparatus and library.	For services of male teachers.	For services of fe- male teachers.	For old indebted- ness.	For furniture, regis- ter and records.	For all other pur- poses.	Total amount paid out during year.	Money on hand Au- gust 31, 1873.
Adams	\$1,234 11	\$42 25	\$2,053 09	\$6,520 04	\$513 97	\$67 08	\$731 22	\$11,165 70	\$2,179 53
Barron	1,889 60	.....	888 73	2,233 17	683 00	.....	466 73	6,168 23	.....
Bayfield	2,628 69	186 25	9,444 38	7,387 67	686 85	515 01	1,855 90	24,842 06	7,014 05
Brown	4,427 60	89 21	9,656 35	6,796 34	1,182 59	1,024 07	1,956 00	25,482 40	8,921 72
Buffalo	116 00	5 05	595 00	235 00	66 79	5 40	1,104 18	761 32	248 48
Burnett	1,982 57	85 95	6,975 25	7,497 42	1,119 48	129 20	1,457 21	19,247 28	8,787 19
Calumet	3,446 34	164 74	7,238 98	8,015 32	893 00	116 05	2,279 98	23,655 01	11,776 71
Chippewa	4,096 88	87 60	2,413 55	5,045 00	501 72	254 06	795 51	14,809 25	10,769 03
Clark	2,693 12	89 03	15,247 89	20,669 17	3,536 70	686 83	5,946 90	48,869 64	6,332 22
Columbia	1,693 69	46 75	1,641 90	8,693 55	732 86	291 87	1,511 47	19,617 09	5,890 86
Crawford	3,586 79	125 97	10,208 01	10,419 51	304 04	219 74	3,563 41	28,527 51	4,296 44
Dane, 1st dist.	8,813 76	205 57	24,086 12	15,896 35	1,734 71	1,064 06	4,482 16	41,169 91	6,490 28
Dodge, 1st dist.	3,248 56	90 85	11,000 03	11,994 36	625 78	211 53	3,236 85	3,507 46	4,708 07
Dodge, 2d dist.	4,900 69	119 80	10,778 83	12,184 07	1,063 67	646 10	3,561 60	32,950 70	3,968 32
Door	2,053 61	74 64	3,996 01	8,787 62	541 16	296 40	1,033 34	11,155 58	4,446 83
Douglas	1,647 99	46 25	2,300 00	1,187 50	.....	803 40	510 60	6,495 84	2,156 26
Dunn	5,267 45	95 80	6,810 50	9,647 80	802 47	346 85	2,621 08	25,092 05	5,865 60
San Claire	4,408 04	179 80	6,874 00	13,790 62	5,984 10	833 47	4,176 02	35,625 23	9,473 49

Fond du Lac, 1 dist.	\$3,094 16	\$656 37	\$11,398 00	\$13,118 15	\$597 69	\$1,086 59	3,337 28	35,418 24	4,538 75
Fond du Lac, 2 dist.	828 15	89 00	5,395 77	7,582 59	746 47	111 77	1,489 31	17,445 89	4,736 68
Grant	7,364 03	250 57	20,177 00	32,186 84	5,103 53	863 22	6,664 55	72,608 74	12,586 87
Green	4,049 86	75 90	12,620 76	16,913 75	3,194 44	403 71	5,486 70	42,745 12	4,717 80
Green Lake	2,890 16	.....	4,332 88	7,876 50	390 80	385 03	1,616 06	17,591 43	3,164 42
Iowa	1,513 84	44 55	8,448 43	9,467 55	2,002 19	71 12	2,648 07	22,963 89	1,831 15
Jackson	2,304 34	42 27	4,230 60	11,446 83	2,953 95	156 60	2,105 05	23,239 64	7,670 48
Jefferson	7,168 16	219 91	13,678 86	17,612 57	3,310 98	809 40	6,207 78	49,231 32	5,206 83
Juneau	1,941 89	32 61	8,143 05	11,541 76	479 06	266 20	2,432 17	24,836 74	4,502 18
Kenosha	3,334 68	104 05	5,861 58	9,064 55	1,460 60	225 92	1,930 89	19,315 89	1,900 55
Kewaunee	2,001 88	27 99	5,059 50	3,789 56	730 94	485 23	1,264 85	15,582 71	6,308 13
La Crosse	7,543 34	20 47	8,925 54	6,615 83	585 79	284 45	1,472 82	19,906 83	4,036 63
La Fayette	35,045 55	85 15	15,379 70	15,407 98	4,607 29	932 20	4,969 40	48,953 14	7,354 71
Manitowoc	5,415 03	188 14	24,779 38	14,376 57	2,117 28	1,403 19	4,820 05	70,155 91	20,019 51
Marathon	967 82	420 77	8,548 11	5,532 25	1,208 95	865 78	7,778 08	31,864 16	19,373 57
Marquette	8,536 78	59 25	2,981 25	5,456 98	746 05	176 10	1,084 47	11,341 69	1,803 53
Milwaukee, 1st dist.	836 13	45	3,447 55	6,504 92	693 52	728 02	1,824 54	26,235 08	4,244 62
Milwaukee, 2d dist.	3,872 19	17 00	5,678 20	4,872 20	925 20	174 70	1,602 13	14,131 17	3,079 00
Monroe	5,508 05	452 68	9,308 50	17,740 64	779 97	202 98	4,566 07	36,813 73	6,379 20
Oconto	5,692 22	51 75	2,590 00	6,104 15	60 00	324 00	840 06	16,721 80	4,568 10
Outagamie	1,943 45	68 18	6,381 48	12,143 27	398 27	296 38	1,910 17	26,888 27	7,288 88
Ozaukee	2,740 31	79 45	12,622 08	4,777 23	758 54	211 27	1,855 24	22,141 27	4,101 85
Pepin	4,056 10	163 11	7,204 00	4,459 65	413 81	175 43	887 91	11,407 95	1,566 97
Pierce	2,349 69	92 80	3,237 50	5,141 84	916 64	406 58	2,323 09	25,762 78	6,201 17
Portage	2,287 72	129 40	5,970 23	12,988 12	621 92	150 31	2,997 28	12,627 92	4,022 30
Racine	3,643 65	28 55	4,619 80	13,964 75	284 54	389 70	3,090 03	25,908 24	4,163 45
Richland	3,508 21	37 59	8,004 55	10,681 05	721 00	325 31	2,197 54	25,904 54	8,464 20
Rock, 1st dist.	2,566 95	324 76	7,390 42	11,844 79	1,751 27	477 46	4,957 90	29,293 55	5,953 77
Rock, 2d dist.	5,703 53	265 45	4,539 35	14,771 51	1,792 54	611 05	4,311 28	31,591 85	5,306 71
St. Croix	1,705 10	.....	6,434 50	7,887 10	420 23	376 24	1,780 79	16,843 87	4,386 98
St. Paul	2,876 29	185 52	14,451 16	22,698 21	2,137 31	844 25	4,068 64	46,161 88	7,060 01
St. Wano	554 04	55 55	1,124 00	1,972 50	3,669 94	32 17	428 78	693 57	6,092 56
Sheboygan	2,920 32	96 21	13,460 74	15,213 01	869 94	1,208 13	2,858 50	35,627 78	6,530 25
Shenandoah	2,589 54	103 94	5,831 75	7,653 00	792 05	269 31	3,141 56	20,646 45	4,165 53
Vernon	8,101 67	105 31	10,411 13	13,208 88	1,731 39	443 59	2,443 67	30,444 64	6,267 63

TABLE VIII.—*Financial Statistics—Disbursements—continued.*

Countries.	For building and re- pairing.	For apparatus and library.	For services of male teachers.	For services of fe- male teachers.	For old indebted- ness.	For furniture, regis- ter and records.	For all other pur- poses.	Total amount paid out during the year.	Money on hand, Aug. 31, 1872.
Walworth	\$9,374 56	\$493 69	\$15,821 62	\$27,396 57	\$2,307 24	\$710 40	\$7,956 37	\$64,719 43	\$12,456 26
Washington	7,252 20	24 10	15,601 72	8,859 82	616 58	559 09	2,820 55	34,908 83	4,097 16
Waukesha	4,548 45	100 85	13,366 60	22,963 80	991 79	814 15	4,855 97	47,493 20	6,284 85
Waupaca	2,536 13	690 66	6,975 04	13,276 28	1,133 04	291 55	3,777 03	28,472 30	6,398 91
Wausara	2,044 82	179 00	4,258 18	9,586 06	210 01	433 54	1,532 28	18,154 82	3,934 39
Winnebago	3,612 04	108 52	14,735 84	19,295 35	3,459 17	265 90	6,398 25	47,525 09	7,683 02
Wood	2,292 48	.....	2,740 00	8,211 56	78 15	68 00	2,925 66	11,009 20	1,176 38
Totals	\$231,880 67	\$7,803 68	\$500,095 08	\$649,275 08	\$77,430 79	\$29,307 12	\$174,418 07	\$1,643,975 65	\$353,150 08

TABLE No. IX.
TEXT BOOKS.
NUMBER OF DISTRICTS USING THE DIFFERENT BOOKS MENTIONED.

COUNTIES.	SPELLERS.					READERS.				ARITHMETICS.				HISTORY OF U. S.					
	Sander's.	Sander's Union.	National.	Wilson.	McGuffey.	Town.	Sanders.	Sanders.	National.	Wilson.	McGuffey.	Thomson.	Davies.	Hay.	Robinson.	Willard.	Wilson.	Goodrich.	Barnes' Brief.
Adams	21	40	.....	.....	.....	.....	21	39	.....	.....	1	.....	2	26	37	.....	4	30	.....
Barron .....	.....	20	.....	.....	.....	.....	.....	20	.....	.....	.....	.....	.....	20	.....	.....	.....	20	.....
Bayfield	1	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	1	.....
Brown	12	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	2	.....	.....	.....	.....
Buffalo .....	.....	.....	62	.....	1	.....	4	1	62	.....	.....	.....	58	1	.....	.....	.....	.....	.....
Burnett .....	.....	.....	4	.....	.....	.....	.....	.....	4	.....	.....	.....	4	.....	.....	.....	.....	.....	.....
Calumet	24	4	33	.....	.....	.....	17	2	33	.....	5	11	30	.....	9	12	.....	6	3
Chippewa	7	.....	35	.....	.....	.....	.....	.....	39	.....	.....	2	36	.....	8	.....	.....	13	.....
Clark .....	.....	25	.....	.....	11	.....	.....	14	20	.....	2	.....	26	1	8	.....	.....	2	.....
Columbia	100	21	.....	96	.....	.....	.....	27	.....	.....	.....	52	.....	46	26	.....	.....	96	8
Crawford .....	.....	59	.....	11	.....	.....	.....	61	.....	.....	11	.....	.....	9	76	.....	23	.....	.....
Dane, 1st dist.	77	.....	10	.....	.....	.....	76	.....	8	.....	4	34	9	33	8	7	6	26	.....
Dane, 2d dist.	106	.....	15	.....	9	.....	103	.....	28	.....	3	1	33	88	.....	.....	.....	97	.....
Dodge, 1st dist.	83	.....	5	6	.....	.....	73	.....	7	.....	9	.....	9	46	10	.....	.....	53	.....
Dodge, 2d dist.	70	.....	16	.....	4	.....	50	.....	17	.....	17	43	8	23	.....	.....	1	18	9
Poor	17	.....	.....	4	9	.....	12	.....	.....	3	15	.....	1	21	8	.....	.....	8	.....
Pouglas .....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	2	.....
Punn	55	5	12	2	.....	.....	55	5	13	.....	.....	4	15	53	.....	9	6	3	1

TABLE No. IX—Text Books—continued.

COUNTRIES.	SPELLERS.					READERS.				ARITHMETICS.					HISTORY OF U. S.				
	Sanders.	Sanders Union.	National.	Wilson.	McGuffey.	Town.	Sanders.	Sanders' Union.	National.	Wilson.	McGuffey.	Thompson.	Davies.	Ray.	Robinson.	Willard.	Wilson.	Goodrich.	Barnes' Brief.
Eau Claire	19			13					6	19		11	2	24				8	
F. du Lac, 1st dis.	56		18	1			47		30	7			20	6	27			86	
F. du Lac, 2d dis.	92						80		8			57	14	11				18	
Grant	23	4		2	111		31				127	6		159	10	23		42	
Green	40	20			69		25				79			130	3			33	
Green Lake							67					25	1	26				37	1
Iowa.		12	22		74		26		13				14	87	13			53	
Jackson	24	2	22		4		6		32		7		6	47	8		2	4	2
Jefferson	66		35				47		50			27	60		17			33	
Juncos.	23	57			4		12				7			44				34	
Kenosha	40		24				21		24			7			9			18	
Keweenaw.	16	1			24		23					4		34	8		4	15	
La Crosse		26			31						12		14	48	3			14	
La Fayette	40	15		29	25	18	14			17	53	2	8	91	13		15		
Manitowoc.	81	14	2		7		81		14		9	1	11	81	8	2	8	85	8
Marathon	16		31		8		14		28		7		38	3		4		6	
Marquette	38	17			2		37				6	5		8	40			27	
Milw'kee, 1st dis.	8		8		20		7		5		20	3	6	20				17	
Milw'kee, 2d dis.	12		2		16				9	1	19	4	1	23	6			21	
Monroe	95				7		82				11			91	18		1	38	10
Oconto				7	10					7	13		2	23	2		6		

Outagamie	14	58	12	7	68	12	11	9	64	4	4	25
Ozaukee	37	5	15	37	5	5	5	14	18	6	13	4
Pepin	4	5	...	4	...	...	3	...	5	1	1	...
Pierce	70	10	...	14	73	2	3	...	68	...	20	...
Polk	2	41	...	...	...	...	...	84	5	4	3	8
Portage	45	22	...	20	...	...	25	43	...	2	84	5
Racine	50	5	2	33	11	2	16	39	7	...	32	1
Richland	104	3	11	...	104	...	...	3	...	...	44	...
Rock, 1st dist.	...	10	8	25	11	21	1	...	33	...	12	...
Rock, 2d dist.	...	40	3	...	43	43	13	4	35	6	8	2
St. Croix	...	...	...	...	...	...	...	...	25	...	...	...
Sauk	...	95	1	...	94	7	1	67	46	22	48	2
Shawano	6	...	4	...	...	...	...	10	...	...	...	...
Sheboygan	...	88	8	73	...	...	2	78	22	1	51	2
Trempealeau	9	48	...	2	...	...	3	49	...	...	4	...
Vernon	...	64	53	...	63	53	...	1	...	...	97	...
Walworth	54	8	3	...	94	...	15	1	126	...	5	44
Washington	83	5	15	78	5	11	...	23	32	34	63	...
Waukesha	...	...	...	...	...	...	...	...	...	...	...	...
Waupaca	51	4	6	...	...	6	54	12	5	4	10	...
Waushara	26	...	...	25	54	...	...	...	36	...	53	...
Winnebago	32	19	37	23	31	31	...	17	51	6	33	...
Wood	20	2	...	28	...	...	...	8	4	...	...	...
Totals	1,655	996	675	1,227	1,006	705	451	855	1,713	923	1,451	72

TABLE No. IX.—*Text Books*—continued.

COUNTIES.	GEOGRAPHY.						GRAMMAR.						PHYSIOLOGY.		ALGEBRA.		
	Monteth.	McNally and Monteth.	Cornell.	Mitchell.	Guyot.	Warren.	Clark.	Green.	Harvey.	Pinneo.	Kerl.	Brown.	Jarvis.	Cutter.	Davies.	Robinson.	Ray.
Adams.....	7	22	...	30	...	...	40	...	4	...	10	1	...	1	...	7	...
Barren.....	...	...	...	...	...	...	20	...	...	...	...	...	...	...	...	...	...
Bayfield.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Brown.....	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	1	1
Buffalo.....	45	12	...	...	1	...	43	2	...	...	...	1	2	...	...	7	6
Burnett.....	4	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...
Calumet.....	32	...	...	...	...	...	15	...	7	...	2	...	...	...	...	2	1
Chippewa.....	32	...	4	...	...	...	11	...	13	...	...	...	...	...	...	...	...
Clark.....	8	26	...	...	...	...	22	...	...	...	6	...	...	...	...	...	...
Columbia.....	...	...	...	74	...	16	50	...	...	...	33	35	...	12	8	13	...
Crawford.....	1	...	...	55	...	...	...	...	...	30	37	...	...	2	...	3	...
Dane, 1st district.....	16	...	10	39	...	...	31	5	...	7	22	...	...	7	...	4	9
Dane, 2d district.....	83	21	23	...	...	...	61	...	...	37	18	...	...	1	...	2	8
Dodge, 1st district.....	...	58	18	4	...	...	14	...	...	...	33	...	...	9	...	...	12
Dodge, 2d district.....	14	12	36	6	...	2	65	...	...	...	5	...	1	1	6	6	2
Door.....	19	7	4	...	...	...	4	...	...	...	15	...	...	1	...	...	1
Douglas.....	...	...	2	...	...	...	...	2	...	...	...	1	...	...	...	...	...
Dunn.....	46	28	...	...	...	...	58	...	...	...	3	1	...	...	5	...	...
Eau Claire.....	4	...	30	...	3	...	14	...	7	...	7	...	...	...	...	4	...
Fond du Lac, 1st dist.....	...	25	20	...	...	2	9	...	...	...	45	2	...	14	...	16	2
Fond du Lac, 2d dist.....	...	...	39	42	...	...	...	...	22	...	35	...	...	...	...	...	...

Grant.....	51	18	92	4	8	6	82	54	8	5	8	7
Green.....	5	4	...	...	...	5	71	4	...	...	...	9
Green Lake.....	28	37	17	...	51	...	1	13	...	25	...	...
Iowa.....	54	11	35	...	48	...	39	...	...	3	...	1
Jackson.....	24	9	...	1	19	...	1	2	...	...	...	...
Jefferson.....	37	37	20	...	74	6	...	...	...	4	...	...
Juneau.....	6	4	...	...	11	...	...	36	2	4	...	...
Kenosha.....	30	...	...	...	17	23	...	9	...	3	...	...
Kewaunee.....	10	10	14	...	...	...	...	7	...	...	...	...
La Crosse.....	34	15	6	...	24	...	16	...	...	...	...	...
La Fayette.....	73	15	...	...	15	1	54	29	...	2	...	...
Manitowoc.....	19	9	...	...	9	1	29	19	...	3	...	...
Marathon.....	25	16	...	2	17	12	...	...	...	7	...	...
Maquette.....	4	...	33	...	32	...	8	...	...	...	...	...
Milwaukee, 1st district.....	21	4	...	...	2	...	9	5	...	1	...	...
Milwaukee, 2d district.....	5	...	21	1	8	...	...	5	1	2	...	...
Monroe.....	44	43	15	...	8	10	22	26	...	3	...	...
Oconto.....	8	1	19	...	12	...	16	...	...	1	...	...
Outagamie.....	31	...	41	4	35	...	26	13	...	...	...	...
Ozaukee.....	31	...	3	...	17	...	10	...	...	2	...	...
Pepin.....	2	...	...	...	4	...	...	...	...	...	...	...
Pierce.....	14	20	...	...	10	...	...	28	...	...	...	...
Polk.....	23	...	2	...	...	2	4	...	...	1	...	...
Portage.....	59	...	9	...	36	...	18	...	...	4	...	...
Racine.....	...	72	1	...	32	30	...	16	...	1	...	...
Richland.....	...	13	1	...	5	...	12	72	...	...	...	...
Rock, 1st district.....	5	...	80	...	20	13	4	4	...	2	...	...
Rock, 2d district.....	...	9	41	...	19	9	2	17	...	1	...	...
St Croix.....	...	51	...	...	10	...	...	9	...	1	...	...
Sauk.....	35	...	12	4	67	...	15	33	...	3	...	...
Shawano.....	...	...	8	...	5	1	2	...	...	9	...	...
Sheboygan.....	...	48	2	...	22	...	3	32	...	1	...	...
Trempealeau.....	47	...	39	...	38
Vernon.....	84	23	34	77	...	8
Walworth.....	58	22	11	25	...	13	2	62	...	4
Washington.....	62	...	8	...	48	7	10

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TABLE No. IX.—*Text Books*—concluded.

COUNTRIES.	GEOGRAPHY.						GRAMMAR.						PHYSIOLOGY.		ALGEBRA.		
	Montell.	McNally and Montell.	Cornell.	Mitchell.	Guyot.	Warren.	Clark.	Green.	Harvey.	Pineo.	Kerl.	Brown.	Jarvis.	Cutter.	Davis.	Robinson.	Ray.
Waukesha.	13	20	14	20	.....	.....	38	.....	.....	.....	13	.....	4	4	3	4	.....
Waupaca	56	19	.....	.....	.....	.....	51	.....	.....	.....	13	.....	1	.....	.....	9	.....
Waukegan.	15	1	32	.....	.....	.....	28	1	2	.....	41	.....	.....	.....	.....	11	.....
Winnebago.	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wood	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	1,324	699	492	877	48	51	1,321	128	161	507	893	75	19	138	92	236	109

TABLE No. X.
SPECIAL STATISTICS OF SCHOOL ATTENDANCE.
Required by section 2, chapter 103, and by chapter 101, general laws of 1871.

COUNTIES.	Number of children be- tween 4 and 7 years of age in the county.	Number of children be- tween 7 and 15 years of age in the county.	Number of persons be- tween 15 and 20 years of age in the county.	Number of children be- tween 4 and 7 years of age who have attended school.	Number of children be- tween 7 and 15 years of age who have attended school.	Number of children be- tween 15 and 20 years of age who have at- tended school.	Number incapacitated for instruction from defect of vision.	Number incapacitated for instruction from defect of hearing.	Number incapacitated for instruction from defect of intellect.
Adams	585	1,247	666	368	1,138	418	3	5	2
Barron	150	287	131	97	185	33	1	.....	.....
Bayfield	39	77	37	.....	.....	.....	.....	.....	.....
Brown	2,088	8,207	1,340	940	2,144	637	4	6	2
Buffalo	1,309	2,514	985	672	557	.....	.....	3	3
Burnett	109	194	59	87	119	20	.....	.....	.....
Calumet	1,601	2,677	1,281	796	1,889	386	1	1	5
Chippewa	924	1,447	567	453	1,146	225	4	5	1
Clark	400	659	336	156	484	160	.....	2	1
Columbia	1,903	4,211	2,106	1,218	3,581	1,319	6	9	6
Crawford	1,297	2,607	1,183	815	1,981	608	2	2	3
Dane, 1st district	1,476	2,998	1,699	732	2,432	885	3	6	4
Dane, 2d district	2,298	4,963	2,646	1,224	3,669	1,499	6	10	9
Dodge, 1st district	1,583	3,244	1,850	908	2,692	1,001	4	3	9
Dodge, 2d district	2,040	4,066	2,320	957	2,437	755	4	5	10
Door	645	1,030	405	323	878	140	2	1	7
Douglas	121	135	85	76	115	43	1	.....	.....
Dunn	1,056	2,392	1,066	748	1,689	442	.....	4	11
Eau Claire	1,050	2,072	880	709	1,763	487	3	4	3

TABLE No. X.—*Special Statistics of School Attendance—continued.*

COUNTIES.	Number of children between 4 and 7 years of age in the county.	Number of children between 7 and 15 years of age in the county.	Number of persons between 15 and 20 years of age in the county.	Number of children between 4 and 7 years of age who have attended school.	Number of children between 7 and 15 years of age who have attended school.	Number of persons between 15 and 20 years of age who have attended school.	Number incapacitated for instruction from defect of vision.	Number incapacitated for instruction from defect of hearing.	Number incapacitated for instruction from defect of intellect.
Fond du Lac, 1st dist.	1,952	2,970	1,820	1,067	2,619	1,113	4	3	8
Fond du Lac, 2d dist.	1,573	2,855	1,713	1,894	2,324	1,689	6	2	1
Grant	3,554	7,251	4,000	2,133	6,661	2,377	6	13	9
Green	1,761	3,676	2,338	1,232	3,308	1,546	11	7	5
Green Lake..... ..	1,014	2,004	947	565	1,543	590	2	1	5
Iowa	1,343	2,738	1,647	678	2,149	889	...	3	4
Jackson..... ..	979	1,814	865	496	1,443	563	6	3	6
Jefferson..... ..	2,411	5,320	2,831	1,324	3,915	1,327	4	11	10
Juneau..... ..	1,27	2,955	1,823	848	2,365	916	4	4	3
Kenosha	750	1,513	843	395	1,195	494	...	2	4
Kewaunee..... ..	1,539	2,426	1,101	687	1,542	235	3	5	7
La Crosse	1,065	2,472	1,144	479	1,828	568	...	1	3
La Fayette	2,087	4,425	2,402	1,276	3,760	1,450	3	4	4
Manitowoc..... ..	4,269	7,338	3,511	1,811	4,959	1,762	8	9	13
Marathon	825	1,323	551	414	1,122	184	1	4	5
Marquette	832	1,705	784	399	1,262	462	1	4	5
Milwaukee, 1st dist.	1,123	2,035	958	470	1,230	244	...	2	3
Milwaukee, 2d dist.	1,876	1,797	774	343	1,125	163	2	3	8
Monroe	1,862	3,755	1,632	1,213	3,312	1,032	4	7	8
Oconto	680	1,017	494	391	717	144	...	...	4
Outagamie	2,008	3,192	1,621	1,035	2,598	759	...	1	6
Ozaukee..... ..	1,962	3,406	1,956	927	2,239	400	2	3	3
Peplin	1,495	1,015	1,393	288	805	231	1	...	1

Pierce.....	1, 159	2, 228	949	584	1, 760	433	1	6	4
Polk.....	496	984	356	240	786	181	1	2	1
Portage.....	1, 076	2, 294	1, 021	622	1, 838	501	1	3	0
Racine.....	1, 316	2, 720	1, 400	582	2, 018	603	1	3	6
Richland.....	1, 047	3, 375	1, 724	1, 134	3, 104	1, 233	3	10	10
Rock, 1st district.....	931	2, 301	1, 307	656	2, 063	857	2	4	8
Rock, 2d district.....	813	1, 912	1, 000	603	1, 594	509	3	2	2
St. Croix.....	828	1, 734	772	582	1, 564	543	.....	.....	.....
Sauk.....	2, 238	4, 003	2, 512	1, 366	4, 066	1, 731	3	4	20
Shawano.....	422	864	288	131	360	67	1	.....	.....
Sheboygan.....	2, 724	5, 481	2, 840	1, 368	4, 017	1, 047	3	4	15
Trempealeau.....	1, 148	2, 213	918	447	1, 644	446	2	2	6
Vernon.....	2, 160	3, 454	2, 730	1, 276	2, 442	1, 776	.....	1	.....
Walworth.....	1, 788	4, 465	2, 537	1, 039	3, 671	1, 315	3	7	7
Washington.....	2, 498	2, 068	2, 591	1, 114	3, 389	703	.....	9	3
Waukesha.....	2, 289	5, 139	2, 639	1, 312	4, 425	1, 292	.....	4	11
Waupaca.....	1, 521	3, 108	1, 431	838	2, 558	851	1	8	11
Waushara.....	1, 071	2, 689	1, 180	724	1, 844	715	1	4	5
Winnebago.....	2, 167	4, 626	2, 616	1, 002	3, 382	1, 266	2	6	5
Wood.....	273	412	220	.....	.....	.....	.....	.....	.....
Totals.....	87, 305	174, 838	86, 340	46, 234	130, 812	42, 947	140	240	321

TABLE No. X.—*Special Statistics of School Attendance—continued.*
Required by section 2, chapter 169, general laws of 1871.
 CITIES.

CITIES.	No. of children 7 years of age in the city.	No. of children between 7 and 15 years of age in the city.	No. of persons between 15 and 20 years of age in the city.	No. of children between 4 and 7 years of age tended school.	No. of children between 7 and 15 years of age who have at- tended school.	No. of persons between 15 and 20 years of age who have at- tended school.	No. incapable of instruction from defect of hearing.	No. incapable of instruction from defect of vision.	No. incapable of instruction of intellect.
Appleton.....	546	931	613	167	755	71	1	1	1
Beaver Dam.....	842	692	366	166	469	178	1	1	1
Beloit.....	338	716	447	157	648	118	1	1	1
Berlin.....	841	586	264	72	472	125	1	1	1
Fond du Lac.....	1,238	2,633	1,598	.....	.....	.....	5	5	4
Fort Howard.....	291	449	229	125	453	51	1	1	1
Green Bay.....	548	1,165	375	180	780	33	2	2	1
Hudson.....	142	330	144	70	279	114	1	1	1
Janesville.....	767	1,377	1,100	215	1,422	37	4	4	4
Kenosha.....	446	961	500	152	436	117	1	1	1
La Crosse.....	977	1,609	770	358	1,223	163	1	2	2
Madison.....	837	2,064	806	.....	.....	.....	2	2	2
Milwaukee.....	6,398	15,213	7,545	2,832	8,024	304	3	25	15
Mineral Point.....	308	729	313	100	600	136	1	1	1
Oconto.....	301	547	141	249	417	167	1	1	1
Oshkosh.....	1,243	2,353	1,045	.....	.....	.....	1	1	2
Portage.....	327	772	339	210	645	110	1	1	2
Racine.....	836	7,087	1,140	468	1,605	226	.....	8	5
Sheboygan.....	482	1,206	712	261	743	67	2	5	5
Watertown.....	980	1,716	946	.....	1,262	32	1	2	3
Totals.....	17,388	43,165	19,587	5,782	20,245	2,108	23	53	50

TABLE NO. XI.—STATISTICS OF CITIES.

SCHOOLS, CHILDREN AND ATTENDANCE.

Cities.	No. of public schools in city.	No. of male children over 4 and under 20 years of age.	No. female children over 4 and under 20 years of age.	Whole No. children over 4 and under 20 years of age in city.	No. under 4 yrs. who have attended school.	No. over 4 and under 20 years who have attended school.	Total No. children who have attended school during year.	No. days' attendance pup. under 4 yrs.	No. days' attendance pup. over 20 yrs.	No. of days attendance of pupils over 4 and under 20 years.	Whole No. days' attendance of different pupils during year.	No. days school been taught by qualified teachers.	Pct. enrolled on No. enrolled in city.	Pct. of attendance on No. enrolled.	No. of days lost by absence.
Appleton.....	13	1,090	1,000	2,090	1,003	1,003	1,003	.....	.....	78,722	87,253	185	48	47	98,302
Beaver Dam....	11	646	753	1,400	813	813	813	.....	.....	.....	.....	200	.....	.....	.....
Beloit.....	18	752	753	1,505	923	923	924	.....	.....	112,367	112,367	197	.....	93	8,848
Berlin.....	13	532	559	1,091	669	669	669	.....	.....	86,582	86,582	200	61	80	16,120
Fond du Lac...	45	2,601	2,868	5,469	3,481	3,475	3,481	.....	500	600,472	600,972	200	64	86	45,500
Fort Howard...	7	494	475	969	629	629	629	.....	.....	55,339	55,339	198	65	44	.....
Green Bay.....	12	1,024	1,094	2,118	994	993	994	.....	.....	100,418	100,418	200	46	50	13,746
Hudson.....	7	313	303	616	463	463	463	.....	.....	42,179	42,179	180	91	75	11,677
Janesville.....	25	1,674	1,860	3,534	1,674	1,674	1,674	.....	.....	148,681	148,681	168	47	59	11,251
Kenosha.....	13	910	1,002	1,912	575	575	595	800	700	107,350	107,350	109	31	86	115
La Crosse.....	24	1,600	1,765	3,365	1,752	1,752	1,752	420	420	177,768	178,188	200	52	55	17,835
Madison.....	23	1,842	1,955	3,797	3,797	3,797	3,797	.....	.....	168,772	168,772	185	.....	.....	.....
Milwaukee.....	152	14,259	14,896	29,155	11,224	11,214	11,224	.....	.....	1,233,192	1,233,192	196	38	86	152,138
Mineral Point.	11	609	741	1,350	567	567	577	.....	.....	43,729	43,729	160	54	87	50
Oconto.....	8	512	477	989	833	833	833	.....	.....	63,978	63,978	202	83	45	28,595
Oshkosh.....	56	2,271	2,370	4,641	2,938	2,938	2,938	.....	.....	.....	.....	200	63	91	.....
Portage.....	11	738	700	1,438	965	965	965	.....	.....	103,008	103,008	199	36	67	18,543
Racine.....	26	1,926	2,137	4,063	2,302	2,299	2,302	315	315	299,546	299,861	200	56	65	17,379
Sheboygan.....	16	1,174	1,226	2,400	1,071	1,071	1,071	.....	.....	158,548	158,548	195	40	97	4,360
Watertown....	18	1,850	1,792	3,642	1,294	1,294	1,294	.....	.....	176,167	176,167	200	35	95	8,813
Totals.....	508	36,818	38,726	75,544	33,936	37,957	33,936	800	1,935	3,156,818	3,756,598	3,774	50	72	453,262

TABLE No. XI—*Statistics of Cities*—continued.
TEACHERS, SALARIES, LIBRARIES.

[illegible]

TABLE No. XI.—*Statistics of Cities*—continued.
SCHOOL HOUSES AND SITES.

CITIES.	No. public school houses in the city.	No. school houses yet required.	No. now being built.	Whole No. school children resident in city.	Whole No. school houses will accommodate.	No. of school houses owned by city.	No. sites containing only one lot.	No. sites containing more than one lot.	No. of sites suitably enclosed.	No. school houses built of stone or brick.	Highest valuation of school house and site.	Cash value of all the public school houses in the city.	Cash value of sites.	No. sch. h's properly ventilated.	No. sch. h's with separate out-houses for the sexes.	No. sch. h's out of a good condition.
Appleton.....	4	2	.....	2,090	1,000	4	.....	4	4	3	12,000	\$35,000	\$8,000	3	4	4
Beaver Dam.....	4	.....	.....	.....	.....	4	.....	4	4	3	15,000	30,000	300	3	4	.....
Beloit.....	3	.....	.....	.....	.....	3	.....	3	3	3	35,000	50,000	700	1	3	3
Berlin.....	2	.....	.....	1,091	900	3	.....	2	3	.....	35,000	47,000	7,000	2	2	2
Fond du Lac.....	16	7	.....	5,469	2,600	17	1	16	16	3	50,000	95,565	21,000	16	16	16
Fort Howard.....	5	.....	.....	969	700	4	1	3	2	2	20,000	22,000	6,700	4	5	4
Green Bay.....	4	.....	.....	2,118	840	4	.....	4	4	3	30,000	50,000	12,000	.....	4	4
Hudson.....	5	1	.....	616	400	3	.....	3	2	3	8,000	14,000	3,500	.....	5	5
Janesville.....	5	1	.....	3,534	1,140	5	.....	5	5	5	50,000	100,000	1,000	4	5	5
Kenosha.....	3	1	.....	1,833	550	2	.....	2	2	2	10,000	20,000	3,000	3	3	3
La Crosse.....	5	1	.....	3,265	1,600	5	.....	5	5	3	20,000	45,000	8,000	5	5	5
Madison.....	7	1	1	3,797	1,400	8	.....	7	4	7	20,000	96,000	.....	7	7	7
Milwaukee.....	21	3	2	29,155	9,000	22	3	19	38	19	45,000	308,775	.....	.....	19	21
Mineral Point.....	2	.....	.....	1,350	660	2	.....	2	2	2	10,000	15,000	1,500	.....	2	2
Oconto.....	5	3	.....	989	400	5	2	3	1	.....	2,000	8,000	1,300	.....	5	5
Oshkosh.....	10	1	.....	4,641	2,500	11	1	10	.....	3	75,000	125,000	25,000	10	10	10
Portage.....	5	2	1	1,438	950	4	.....	4	3	1	10,000	10,500	5,500	3	3	3
Racine.....	6	2	.....	4,063	1,600	6	.....	6	6	5	15,000	44,000	15,000	.....	6	6
Sheboygan.....	4	.....	1	2,400	800	3	.....	3	2	2	9,000	12,000	4,000	3	4	4
Watertown.....	6	1	.....	3,642	1,250	5	2	3	4	3	19,000	20,000	5,100	4	6	6
Totals.....	122	26	5	72,560	28,290	119	11	108	111	70	\$75,000	\$1,147,840	\$128,600	70	118	111

TABLE No. XI.—*Statistics of Cities*—continued.

FINANCIAL STATISTICS—RECEIVED.

COUNTIES.	Money on hand Aug. 31, 1872.	From taxes levied for building and repairing.	From taxes levied for teachers wa- gee.	Tax lev'd for para- tus and li- brary.	From taxes levied at the annual meet- ing.	From taxes levied by the county su- pervisors.	From income of state school fund.	From all other sources.	Total amount received during the year.
Appleton	\$1,133 45	\$2,100 00	\$5,225 00	100	\$1,496 50	\$424 36	\$1,051 91	\$3,835 90	\$15,358 12
Beaver Dam	1,015 13	1,000 00	4,000 00	.....	.....	525 33	525 33	1,850 00	8,815 99
Beloit	3,036 03	.....	.....	.....	14,000 00	1,097 13	626 64	810 05	19,569 85
Berlin	2,062 47	.....	.....	.....	7,000 00	375 86	448 14	550 00	8,374 10
Bond du Lac	2,826 91	.....	.....	.....	.....	87,338 88	2,285 23	24,508 72	66,959 73
Fort Howard	3,630 87	1,754 74	3,800 00	.....	1,585 00	386 99	477 12	1,337 00	12,951 72
Green Bay	8,544 62	.....	7,600 00	80	1,500 00	553 14	748 02	14 75	18,861 05
Hudson	470 92	.....	.....	.....	3,385 00	250 38	245 38	.....	4,351 08
Hudsonville .....	.....	500 00	.....	.....	15,000 00	2,250 00	1,499 94	838 86	19,588 80
Janesha	2,760 00	7,850 00	5,950 00	.....	5,600 00	1,600 00	589 00	400 00	8,625 00
Kenosha	4,777 90	.....	16,050 00	500	30,538 83	1,185 21	1,367 52	58 51	37,927 07
La Crosse	7,313 24	.....	12,622 94	.....	.....	.....	1,677 83	25,379 55	46,993 56
Madison	48,123 71	.....	.....	.....	69,977 61	47,252 02	11,490 78	.....	176,844 73
Milwaukee .....	.....	1 000 00	3,461 41	.....	.....	538 59	572 04	.....	5,672 04
Mineral Point .....	.....	.....	8,773 96	.....	.....	831 05	462 84	.....	9,567 85
Minato .....	.....	.....	20,250 00	.....	18,000 00	12,000 00	1,934 10	.....	81,184 10
Oakosh	4,000 00	5,000 00	.....	.....	5,000 00	609 96	664 88	518 14	7,092 81
Portage	300 80	.....	.....	.....	15,000 00	5,000 00	1,644 72	757 50	22,402 22
Pocine .....	.....	.....	.....	.....	5,417 32	1,000 00	1,016 40	322 71	11,498 72
Shabeygan	3,742 29	.....	.....	.....	11,883 45	8,588 88	1,525 86	.....	17,970 63
Wauwatosa	1,477 49	.....	.....	.....	.....	.....	.....	.....	.....
Totals	\$93,215 83	\$19,204 74	\$87,633 31	680	\$204,883 72	\$116,263 33	\$30,853 17	\$61,081 19	\$550,510 17

TABLE No. XI.—*Statistics of Cities*—continued.
FINANCIAL STATISTICS—PAID.

Cities.	For building and repair- ing.	For appe- ratus and libraries.	For services of male teachers.	For services of female teachers.	For old in- debtedness.	For furniture, registers and records.	For all other purposes.	Total amount paid out du- ring the year.	Money on hand August 31, 1873.
Appleton.....	\$2,953 91	\$116 00	\$2,238 72	\$3,545 38	\$1,368 86	\$13 30	\$1,965 05	\$12,201 22	\$3,156 70
Beaver Dam.....	1,000 00	.....	1,800 00	2,000 00	1,000 00	110 36	895 07	7,705 43	1,110 36
Beloit.....	.....	.....	1,600 00	6,272 00	6,500 00	367 85	8,718 05	18,457 90	1,111 95
Berlin.....	.....	.....	1,950 00	3,500 00	.....	.....	.....	8,386 57	2,050 00
Bond du Lac.....	30,776 91	.....	2,160 00	16,738 50	540 00	3,281 65	6,380 71	59,877 77	7,081 96
Ft. Howard.....	3,918 19	.....	1,805 00	2,176 76	840 00	43 05	1,803 53	10,586 53	2,305 19
Green Bay.....	1,175 72	.....	1,500 00	5,812 50	.....	1,361 08	48 75	9,898 05	8,963 00
Hudson.....	2,400 00	.....	.....	2,383 00	.....	25 00	500 00	5,310 00	.....
Janesville.....	4,000 00	.....	1,650 00	10,000 00	2,000 00	1,000 00	938 30	19,588 30	.....
Kenosha.....	500 00	.....	1,750 00	4,200 00	.....	100 00	2,100 00	6,900 00	1,725 00
La Crosse.....	8,042 84	36 85	6,065 00	9,601 25	.....	1,775 34	4,310 15	30,331 43	10,819 49
Madison.....	12,282 00	79 40	1,500 00	10,349 95	.....	150 00	6,605 06	30,986 50	16,027 06
Milwaukee.....	684 70	1,904 18	101,167 11	.....	.....	1,039 75	162 00	122,404 01	54,440 72
Mineral Point.....	375 62	.....	1,040 00	2,148 00	500 60	.....	571 33	5,235 45	.....
Oconto.....	.....	.....	3,290 00	3,290 00	.....	20 00	.....	.....	1,284 07
Oshkosh.....	5,231 21	.....	4,500 00	15,750 00	1,693 78	1,000 00	.....	28,373 21	2,810 89
Portage.....	350 00	.....	1,200 00	3,950 00	.....	.....	974 17	6,474 17	500 04
Recline.....	2,098 58	108 70	6,800 00	7,505 00	.....	587 76	3,302 18	22,402 22	.....
Sheboygan.....	113 99	.....	2,600 00	8,740 00	.....	745 09	1,374 03	8,574 01	2,924 71
Wartown.....	150 08	85 00	4,474 10	3,819 50	6,412 51	60 15	849 68	15,801 09	2,169 54
Totals.....	\$76,033 74	\$2,280 13	\$150,330 93	\$117,682 84	\$20,855 75	\$12,281 28	\$36,398 06	\$429,473 86	\$118,541 28

TABLE No. XII.

CERTIFICATES.

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Gr.	2d Gr.	3d Gr.	1st Gr.	2d Gr.	3d Gr.	
Adams		4	3		1	60	68
Barron			8			21	29
Bayfield			1				1
Brown	3	20	25				48
Buffalo	4	9	48	2	4	48	115
Burnett			2			2	4
Calumet		4	32		3	64	103
Chippewa			40			109	149
Clark		4	15		2	38	59
Columbia	4	4	56		4	112	180
Crawford	5	2	23	1	3	53	86
Dane, 1st district	7	9	70		10	126	222
Dane, 2d district	8	3	88	1	4	130	249
Dodge 1st district	4	10	75		8	124	221
Dodge, 2d district	3	4	40	1	4	79	131
Door			15			30	45
Douglas						5	5
Dunn	2	6	20		7	103	147
Eau Claire	1	1	12	3	1	49	67
Fond du Lac, 1st dist		10	60		6	160	236
Fond du Lac, 2d dist		5	28		4	128	165
Grant	5	7	85	3	4	294	398

Green	7	5	38	2	2	2	178
Green Lake.....	1	4	28	2	2	12	112
Iowa.....		5	52			7	134
Jackson		4	16			14	98
Jefferson	4	4	64			6	213
Juneau	7	2	93	2		3	150
Kenosha	2	2	17			15	75
Kewaunee			24				32
La Crosse.....		3	29				56
La Fayette.....	3	10	69	2		19	40
Manitowoc	2	3	62			1	137
Marathon.....	1	5	28			1	72
Marquette.....	1	4	19			4	23
Milwaukee, 1st dis.....		3	13	1		1	79
Milwaukee, 2d dis.....	1	1	15			1	35
Monroe	2	4	44	1		18	52
Oconto	1		7				22
Outagamie		5	30				40
Ozaukee	1	12	33			3	133
Pepin	1	1	18			2	51
Pierce			55				83
Polk		1	18			1	33
Portage	1	1	24			2	38
Racine.....	1	6	27			1	55
Richland.....	1	3	60	1		9	48
Rock, 1st dist.....	1	4	51	1		3	88
Rock, 2d dist.....	4		28	1		4	99
St. Croix						2	121
Stuk	2	5	65			2	137
Shawano.....		9					100
Sheboygan	4	3	36	3		14	157
Winnebago.....		2	24			1	239
Waukegan.....		3	45			4	23
Vernon	2	8	50			1	113
Walworth.....		6	50			4	160
Washington.....	8	8	48			2	89
							143
							226
							57

TABLE No. XII.—*Certificates*—continued.

COUNTIES.	MALE TEACHERS.			FEMALE TEACHERS.			Total.
	1st Gr.	2d Gr.	3d Gr.	1st Gr.	2d Gr.	3d Gr.	
Waukecha.....	2	3	55	.....	7	122	189
Waupaca.....	2	4	35	1	6	132	180
Waushara.....	3	3	16	.....	0	110	142
Winnebago.....	1	5	34	.....	6	96	145
Wood.....	.....	.....	.....	.....	.....	.....	.....
Totals.....	107	250	2,059	29	250	4,927	7,619

TABLE No. XIII.

TEACHERS' INSTITUTES.

COUNTIES.	Where held.	By whom conducted.	T'chrs. Pres.	No. of days inst.	When held.
Adams	Friendship and White Creek	R. Graham and J. M. Higbee	60	18	Oct. 28, '72 & Apr. 24, '73
Barron, jt. with Dunn ..	Menomone	A. Salisbury and J. B. Thayer	3	20	July 28; Aug. 22, 1873.
Buffalo	Alma	D. McGregor	50	5	Aug. 25; Jan. 21, 1873.
Brown	Depere	R. Graham	78	5	Oct. 18, 17, 1873.
Calumet	Chilton	B. M. Reynolds and E. H. Sprague	60	19	Aug. 4, 28, 1873.
Chippewa	Chippewa Falls	Jno. A. McDonald & D. McGregor	69	9	Oct. 1873, and Septs., '73
Clark ..	Neillsville	R. Graham	15	5	Oct. 6-11, 1873.
Columbia	Portage City	A. Salisbury	83	5	Sept. 1-8, 1873.
Crawford	Mt. Sterling	F. D. Mills	28	3	Sept., 1873.
Dane, 1st district	Sun Prairie	D. McGregor and N. H. Chandler	65	5	April, 1873.
Dane, 2d district	Oregon, Belleville and Middleton ..	B. M. Reynolds, Morgan, Taylor } and Salisbury	285	12	{ March 30, Apr., Sept. and Oct., 1873.
Dodge, 1st district	Places of examinations	County Supt., John A. Barney	200	12	Apr. and Sept., 1873.
Dunn	Menomone	A. Salisbury and J. B. Thayer	53	20	July 29-22, 1873.
Eau Claire	Eau Claire	R. Graham	80	5	April 1-8, 1873.
Grant	Georgetown, Hazel Green, Mont- fort, Washburn, Platteville, } Muscodia and Lancaster	W. H. Holford, D. McGregor, } C. H. Nye and W. D. Parker. }	189	22	{ Nov. and Dec., 1872; Jan., Feb., March and Aug., 1873.
Green	Monroe, Belville	A. Salisbury and B. M. Reynolds ..	100	6	Jan. 24-28 & Sept. 1-2, '73
Green Lake	Dartford	R. Graham	53	5	Sept. 22, Oct. 4, 1873.
Iowa	Mineral Point	D. McGregor	48	3	Oct. 6, 10, 1873.
Jackson	Black River Falls	D. McGregor	40	4	Sept. 8, 13, 1873.
Jefferson	Jefferson	D. McGregor	52	4	Apr. 7, 1873.
Juneau	Wonevoc and New Lisbon	A. O. Wright and Hosea Barnes ..	115	26	Oct. 15-20, '72, Aug. 4-8, '73
Kenosha	Wilnot	T. V. Maguire	64	12	Oct. 1-15, 1872.
Kewaunee	Kewaunee	A. Salisbury	47	4	Apr. 15-18, 1873.

TABLE No. XIII.—*Teachers' Institutes*—continued.

COUNTIES.	Where held.	By whom conducted.	Teachers.	No. of days.	When held.
La Crosse	West Salem.	A. Salisbury.	83	10	March 12-27, 1873.
La Fayette	Shullsburg.	D. McGregor.	35	4½	April 21-25, 1873.
Manitowoc	Manitowoc.	R. Graham, Vicbahn, and Kirwan.	103	20	July 21, Aug. 15, 1873.
Marathon	Wausau.	R. Graham.	36	4	Sept. 27, 1873.
Marquette	Oxford.	A. Salisbury and W. F. Johnson.	40	5	April 24, 1873.
Milwaukee, 1st dist.	Hales' Corner.	R. Graham.	31	3	Sept. 12, 1873.
Milwaukee, 2d dist.	Wauwatosa.	R. Graham and A. F. North.	55	3	Sept. 9-11, 1873.
Outagamie	Appleton.	R. Graham.	119	10	April and Sept., 1873.
Ozaukee	Grafton.	A. Salisbury.	34	5	October 6-12, 1873.
Pepin	Arkansas.	D. McGregor.	23	4½	September, 1873.
Pierce	River Falls.	E. T. Case.	25	2	Nov. 25-26, 1873.
Polk	Osceola Mills.	A. Earthman and Chas. E. Mears.	26	18	Aug. 19-Sept. 18, 1872.
Portage	Stevens Point.	R. Graham and W. R. Alban.	30	14	April, 1873.
Racine	Rochester and Union Grove.	M. Montague, A. F. North, B. F. Anderson, Hosea Barnes.	120	24	Oct., 1872, April, 1873.
Richland	Richland Center.	McGregor, Parker and Salisbury.	106	13½	Apr. 14, and Aug. 18, '73.
Rock, 1st dist.	Janesville.	W. D. Parker.	56	5	Sept. 28-30, 1872.
Rock, 2d dist.	Janesville and Clinton Junction.	W. D. Parker and D. McGregor.	215	9	Sept. 26-Oct. 1, 1873, and April 28-May 3, 1873.
Sauk	Delton, Spring Green, Logansville and Prairie du Sac.	J. H. Terry, A. Salisbury and A. F. North.	56	10	Sept. 21-26, and Sept. 30-Oct. 16, 1873; April 1-12, and Aug. 4-30, '73.
Sheboygan	Plymouth.	I. N. Stewart and C. W. Clinton.	45	4	Aug. 4-18, 1873.
Trempealeau	Trempealeau and Coral City.	Amos Whiting.	55	0	Apr. 2-3, and 9-10, 1873.
Walworth	Delavan.	Geo. Beck.	19	20	Aug. 12-22, 1873.
Washington	At places of Examinations.	Chauncey Gray.	255	20	April, June, 1873.
Waukesha	Waukesha.	North, Skewes, and Anderson.	82	24	April and Sept., 1873.
Waupaca	Weygwegga.	Graham, Hutton and McGregor.	110	35	May 6 and Aug. 4, 1873.
Waushara	Plainfield and Auroorville.	R. Graham.	30	10	Sept. and Oct., 1873.
Winnebago	Oshkosh.	G. S. Albee.	30	10	Aug. 11-23, 1873.

TABLE No. XIII.—*Institutes*—continued.

COUNTY.	No. of Teachers Holding Certificates.						Whole No. At- tending the Institute.			No. Attending.				No. who have received instructions in														
	No. of Teachers Holding Certificates.						Whole No. At- tending the Institute.			No. Attending.				No. who have received instructions in														
No. of Schools in the County, or dupl. dist.	Male.			Female.			Total.	Males.	Females.	No. of days the Institute was in Session.	1 day only.	2 days only.	3 days only.	Full Term.	Common Schools.		Graded Schools.		Academ- ies.		Colleges or Univer- sities.		Normal Schools.					
	1st gr.	2d gr.	3d gr.	1st gr.	2d gr.	3d gr.									M.	F.	M.	F.	M.	F.	M.	F.	M.	F.				
Buffalo.....	77	4	9	48	2	4	48	26	24	50	5	2	4	10	34	15	45	8	19	2	2	2	1	1	1	1	1	1
Calumet.....	68	...	4	8	...	2	47	17	43	60	19	2	5	2	19	15	45	8	19	2	2	2	1	1	1	1	1	1
Chippewa.....	56	...	...	17	...	...	33	4	25	29	5	...	...	29	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clark.....	40	1	...	...	...	1	6	1	14	15	4	1	1	2	11	1	4	1	3	1	...	...	...	...	...	...	...	...
Columbia.....	180	2	6	26	1	4	147	66	20	86	5	...	2	4	80	66	20	25	18	8	8	1	1	1	1	1	1	1
Dane, 1st dist.....	108	...	...	...	...	...	...	25	42	67	5	...	6	4	56	25	42	9	22	6	10	11	13	3	6	1	1	1
Dunn.....	79	2	6	24	1	6	61	13	40	43	20	1	...	6	46	13	40	9	25	1	2	3	3	1	1	1	1	1
Eau Claire.....	45	1	2	6	3	2	50	15	47	82	5	...	5	8	69	15	67	11	46	13	4	4	4	1	1	1	1	1
Grant.....	250	...	...	...	...	...	...	16	49	65	10	...	...	...	27	14	25	4	15	8	16	2	1	11	11	1	1	1
Green.....	144	3	...	17	3	8	48	26	64	90	4	33	64	90	60	26	64	15	40	3	2	5	2	3	3	3	3	3
Jackson.....	64	1	2	4	...	4	24	8	32	40	5	...	5	15	20	8	32	2	23	3	8	2	5	...	...	...	...	...
Jefferson.....	137	4	2	9	...	2	31	18	34	52	4	5	18	11	17	18	33	8	23	6	10	4	9	3	3	3	3	
Le Crosse.....	67	...	5	40	...	2	65	33	50	83	8	2	5	1	75	33	50	20	36	16	13	7	4	3	1	1	1	1
La Fayette.....	119	6	10	69	5	19	137	10	25	35	5	6	5	12	12	9	19	7	18	5	14	1	...	...	...	...	...	...
Marathon.....	...	...	...	...	...	...	...	27	35	62	3	5	14	...	43	9	11	9	7	2	4	2	2	2	2	2	2	2
Marquette.....	59	2	4	9	1	4	52	5	35	40	5	...	3	37	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Oconto.....	32	4	2	8	...	2	21	5	26	31	...	11	20	...	20	11	40	8	19	2	3	2	1	...	...	...	...	...
Outagamie.....	85	1	2	16	...	2	28	25	50	75	5	6	4	10	55	19	36	14	31	8	7	13	23	8	5	5	5	5
Ozaukee.....	58	1	12	43	...	...	30	18	15	33	5	20	25	30	33	18	15	4	6	6	3	10	3	6	5	5	5	5
Oshkosh.....	32	1	1	9	...	1	22	4	18	22	5	...	2	...	18	68	62	32	35	...	...	...	...	...	...	...	...	...
Pepin.....	47	1	1	20	...	1	40	6	38	34	19	...	1	1	2	6	28	1	9	3	7	1	...	...	...	...	...	...
Portage.....	83	1	2	10	...	1	60	10	38	48	5	4	4	...	43	...	...	...	...	...	...	...	...	...	...	...	...	...
Racine.....	77	1	...	...	...	...	...	19	61	80	15	...	...	...	79	18	56	10	30	6	18	1	4	1	1	1	1	1

8—App.—Supt.

(Dec. 5.)

TABLE No. XIII.—*Institutes—continued.*

Counties.	No. of Teachers Holding Certificates.				Whole No. At- tending the Institute.	No. Attending.				No. who have received instruction in														
	Female.					No. of days the Institute was in session.	1 day only.	2 days only.	3 days only.	Full Term.	Common Schools.		Graded Schools.		Academ- ies.		Colleges or Univer- sities.		Normal Schools.					
	Male.		1st gr.	2d gr.							3d gr.	1st gr.	2d gr.	3d gr.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
	1st gr.	2d gr.																						
No. of Schools in the County or Supl. dist.	60	100	677	23	106	1876	482	1358	1840	256	150	236	292	1194	565	993	265	666	149	189	93	110	58	86
Richland	129						20	81	101	5	2	4	5	68	17	71	17	51	1	6			1	1
Rock, 1st dist.	83	1	4	1	4	117	29	34	63	4	9	9	15	31	24	15	4	10	21	16	3	7	2	1
Rock, 2d dist.	93	1			4	45	23	56	79	4		4	39	86	14	53	13	37	5	12	4	13		
Sauk	180	5	5		75		150	19	60	79	19		2	1	21									
Sheboygan	113	1	1	3	2	36	3	53	56	10	1	16		11	3	53	1	21	1	2	1	1	1	2
Vernon	115	3	2	65		80	19	23	42	4	1	2	9	30	19	23	15	16	9	10	3		2	1
Walworth	140	4	2	8	1		72	11	44	54	5	5	1	11	11	41	3	31	5	15	1		1	10
Waukesha	121	2	3	57			7	140	35	80	115			80	15	20	30	25	4	2	9	7	2	1
Waupaca	96	2	3	18	2		14	57	71	5	35				63	14	56	12	2	1			2	5
Winnebago	123	3	6	40			5	34	39	10														
Wood	50						7	31	38	5	2	4	11	21	7	14	4	13	1	2		1		
Totals	3144						482	1358	1840	256	150	236	292	1194	565	993	265	666	149	189	93	110	58	86

TABLE No. XIV.

DISTRIBUTION OF DICTIONARIES.

STATEMENT showing the counties, towns and districts which have been supplied with Dictionaries, during the year ending December 10, 1873.

COUNTIES.	TOWNS.	No. of Districts.	No. of Copies.
Ashland.....	Ashland.....	1, 2	2
Barron.....	Barron.....	11 sub-dis.	11
Brown.....	Ashwaubenon.....	1	1
	Depere.....	7, 8 Deps.	3
	Lawrence.....	5	1
	Morrison.....	6	1
	Pittsfield.....	1, 4	2
Buffalo.....	Alma, village.....	1, 1 Dep.	1
	Naples.....	2, 1 Dep.	1
	Waumandee.....	3, jt.	1
Calumet.....	Harrison.....	10	1
	New Holstein.....	3	1
Clark.....	Beaver.....	5, 6	2
	Eaton.....	3, 5	2
	Loyal.....	9	1
	Sherman.....	2	1
	Weston.....	2	1
Columbia.....	Fort Winnebago.....	7	1
	Lodi.....	1, 2 Deps.	2
Crawford.....	Clayton.....	19	1
	Seneca and Freeman.....	8	1
	Wauzeka.....	8	1
Dane.....	Stoughton, village.....	8, 1 Dep.	1
Dodge.....	Beaver Dam.....	10	1
	Emmett.....	8	1
	Oak Grove.....	7, 1 Dep.	1
Door.....	Forestville.....	2, 3	2
	Sturgeon Bay.....	5	1
Dunn.....	Eau Galle, Rock Elm, Pierce Co.	7	1
	Grant.....	1, 4	2
	New Haven.....	8	1
	Sherman.....	5	1
	Spring Brook.....	7, 8, New.	2
Eau Claire.....	Eau Claire, city.....	4 Deps.	4
Fond du Lac.....	Eldorado and Lamartine.....	6	1
	Fond du Lac, city.....	21 Deps.	21
Grant.....	Bloomington.....	4	1
	Liberty.....	9	1
Green.....	Cadiz.....	18	1
	Jefferson.....	10, 1 Dep.	1
	Monroe, village.....	1 Dep.	1

TABLE XIV.—*Distribution of Dictionaries*—continued.

COUNTIES.	TOWNS.	No. of Districts.	No. of Copies.
Green Lake	Brooklyn.....	1, 13	2
Iowa.....	Ridgway	14	1
	Dodgeville.....	5	1
	Pulaski	1	1
Jackson	Alma	8	1
	Irving and Springfield.....	2	1
	Manchester.....	1	1
	Springfield	9	1
Juneau.....	Necedah	4	1
Kenosha	Paris	1	1
Kewaunee.....	Ahnepee	1, 2 Deps.	2
La Crosse	La Crosse, city.....	10 Deps.	10
La Fayette.....	Belmont and Elk Grove.....	5	1
	Elk Grove.....	4	1
	Elk Grove, Benton, New Diggings.....	8	1
Manitowoc.....	Franklin	4	1
Marathon	Bergen	2	1
	Hull and Beaver	1	1
	Wausau	5	1
Milwaukee.....	Lake	1, 4 Deps.	4
	Milwaukee, city	1 Dep.	1
Monroe	Oakdale.....	5	1
	Sparta and Angelo.....	1	1
	Ridgeville.....	5	1
	Wilton and Tomah.....	10	1
Oconto	Maple Valley.....	5	1
Outagamie.....	Appleton city.....	4, 1 Dep.	1
	Buchanan	1	1
	Kaukauna.....	1	1
	Seymour	4	1
Pepin	Frankfort	3	1
	Pepin.....	3, 5	2
Pierce.....	Clifton	7	1
	Rock Elm.....	4	1
	Spring Lake.....	7	1
Polk	Balsam Lake.....	4, 5	2
	Lorraine	2	1
	Luck	4	1
	Sterling	5	1
Portage	Amherst	8	1
	Amherst*	2	1
	Plover	9	1
Richland	Richland. . .	3	1
Rock.....	Johnstown	2, 1 Dep.	1
	Union.....	10	1
St. Croix	Cady.....	2	1
	Somerset.....	4	1
	Troy	10	1
Sauk.....	Spring Green.....	2, 1 Dep.	1
	Washington	5	1
Shawano	Angelica	1	1
	Hartland.....	3	1
	Lessor	2	1
Sheboygan	Lyndon and Sherman.....	9	1
Vernon	Jefferson.....	2	1

*Joint with Scandinavia, Waupaca County.

TABLE IV.—*Distribution of Dictionaries*—continued.

COUNTIES.	TOWNS.	No. of Districts.	No. Copies.
Walworth	Bloomfield	10,2 Deps.	2
	Richmond	11	1
	Sharon	11,1 Dept.	1
Waukesha	Whitewater	1,2 Deps.	3
	Delafield	4	1
	Waukesha (Industrial School) ..	1,5 Deps.	5
	Wauwatosa	1,1 Dept.	1
Waupaca	Dayton	8	1
Winnebago	Clayton and Winchester	14	1
	Nekimi	7,2 Deps.	2
	Nepeuskun	9	1
Wood	Saratoga	4	1

STATEMENT showing the Districts to which Dictionaries have been sold during the year ending December 10, 1873.

COUNTIES.	TOWNS.	No. of District.	No. Copies.
Adams	Strong's Prairie	1	1
Brown	Green Bay, city	1 Dep.	1
Dane	Fitchburg	7	1
	Mazomanie	2,1 Dep.	1
	Stoughton	3,1 Dep.	1
Dodge	Beaver Dam and Oak Grove	2	1
	Chester and Trenton	3	1
	Dunn	4	1
Eau Claire	Eau Claire, city	2,3 Deps.	2
Fond du Lac	Friendship	5	1
	Metomen	9	1
	Osceola	1	1
Grant	Fennimore, H. Grove & Marion ..	1	1
	Lancaster	8	1
	Exeter and Mt. Pleasant	8	1
Green	Jefferson and Sylvester	3&9	1
	Monroe	5	1
Green Lake	Green Lake, Manchester and Markesan	17	1
	Mackford	2	1
	Princeton and St. Marie	3	1
Jackson	Hixton	2	1
	Melrose	1,3	1
Kenosha	Paris	5	1
	Somers	2,11	2
	Somers and Paris *	15	1
Kewaunee	Lincoln	8	1
	Pierce	4	1
	Burns	2	1
La Crosse	Farmington	1	1
La Fayette	Fayette	5	1
Manitowoc	Cato	10	1
	Maple Grove	1	1

* Joint with Mt. Pleasant and Yorkville, Racine county.

TABLE XIV.—*Dictionaries Sold*—continued.

COUNTIES.	Towns.	No. of District.	No. of Copies.
Marquette	Westfield.....	3	1
	Little Falls.....	3	1
Monroe.....	Sparta and Angelo	1, 6 Deps.	6
Oconto	Pensaukee	2	1
	Peshtigo	1, 3 Deps., 2	4
Outagamie.....	Greenville.....	5	1
Pierce.....	Clifton	4	1
	Farmington	2	1
Polk	Sterling	3	1
Racine	Caledonia	4	1
	Mt. Pleasant	5	1
Rock	Bradford	2	1
	Lima.....	9	1
Sauk	Ironton and Lavallo.....	3	1
	Dellona and Winfield	3	1
Sheboygan.....	Lyndon and Plymouth	1	1
	Plymouth	5	1
Walworth	Darien and Sharon.....	6	1
	Sugar Creek	7	1
Washington	Erin	3	1
Waukesha	Mukwanago.....	5	1
Waupaca	Farmington	1	1
	Iola.....	1	1
	Union.....	3	1
Waushara	Springwater.....	2	1
	Wautoma	1	1
Winnebago.....	Algoma	1	1
	Neenah	1, 1 Dep.	1
	Omro	3, 5, 6	3

TABLE No. XV.

COUNTY SUPERINTENDENTS IN THE STATE,

Elected for 1874-5.

COUNTY.	Name.	Post Office.
Adams	J. M. Higbee	Plainville.
Ashland	John W. Bell.....	La Pointe.
Barron.....	A. B. Finley	Prairie Farm
Bayfield	Edwin Leehy.....	Bayfield.
Brown	Martin H. Lynch	Depere.
Buffalo	Lawrence Kessinger	Alma.
Burnett	John G. Fleming	Grantsburg.
Calumet	W. B. Minaghan.....	Chilton.
Chippewa.....	Jas. A. Bate	Chippewa Falls.
Clark	R. J. Sawyer.....	Neillsville.
Columbia	LeRoy J. Burlingame...	West Point.
Crawford	Thos. L. Redlon	Wheatville.
Dane, 1st dist	W. H. Chandler.....	Sun Prairie.
Dane, 2d dist	M. S. Frawley	Black Earth.
Dodge, 1st dist	John T. Flavin	Watertown.
Dodge, 2d dist	Arthur K. Delaney.....	Hustisford.
Door	Chris Daniels.....	Sturgeon Bay.
Douglas	J. S. Graham	Superior.
Dunn	Geo. Tonnar.....	Menominie.
Eau Claire	Joseph F. Ellis	Eau Claire.
Fond du Lac, 1st dist...	W. L. O'Connor	Rosendale.
Fond du Lac, 2d dist...	Jas. J. Kelley.....	Osceola.
Grant.....	Geo. M. Guernsey.....	Platteville.
Green	Daniel H. Morgan	Monroe.
Green Lake.....	A. A. Spencer	Berlin.
Iowa	Wm. H. Peck.....	Mineral Point.
Jackson	T. P. Marsh	Pole Grove.
Jefferson.....	S. A. Craig.....	Fort Atkinson.
Juneau	Geo. P. Kenyon.....	New Lisbon.
Kenosha	Jas. P. Briggs	Kenosha.
Kewaunee	John M. Read	Kewaunee.
La Crosse	Sherman W. Leete.....	West Salem.
La Fayette.....	Jas. G. Knight.....	Darlington.
Manitowoc.....	Michael Kirwan.....	Manitowoc.
Marathon	Thomas Greene.....	Wausau.
Marquette	Henry M. Older.....	Packwaukee.
Milwaukee, 1st dist....	Thos. O. Herrin	Milwaukee.
Milwaukee, 2d dist....	James L. Foley.....	Butler.
Monroe	A. E. Howard	Sparta.
Oconto	A. T. Stearns	Oconto.
Outagamie.....	Patrick Flanagan.....	Appleton.
Ozaukee	Edward H. Janssen.....	Cedarburg.
Pepin.....	M. B. Axtell.....	Pepin.

County Superintendents in the State—continued.

COUNTY.	Name.	Post Office.
Pierce	Martin E. Cady	River Falls.
Polk	Charles E. Mears	Osceola Mills.
Portage	Jas. O. Morrison	Plover.
Racine	Thomas Malone	Rochester.
Richland	Wm. J. Waggoner	Richland Center.
Rock, 1st dist	Edson A. Burdick	Janesville.
Rock, 2d dist	J. B. Tracy	Emerald Grove.
St. Croix	Frank P. Chapman	New Richmond.
Sauk	Jas. T. Lunn	Ironton.
Shawano	Chas. R. Klebesadel	Shawano.
Sheboygan	M. D. L. Fuller	Plymouth.
Trempealeau	Jas. B. Thompson	Trempealeau.
Vernon	Orvis B. Wyman	Viroqua.
Walworth	S. P. Ballard	Sharon.
Washington	Fred. Regenfuss	West Bend.
Waukesha	Isaac N. Stewart	Waukesha.
Waupaca	Justus Burnham	Waupaca.
Waushara	Theo. S. Chipman	Berlin, Green Lake Co.
Winnebago	H. A. Hobart	Winneconne.
Wood	Clarence L. Powers	Grand Rapids.

1875





MAR 8 - 1933

